

# Peab Calloway

## **COURSE SELECTION 2017-2018**

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**CAB  
CALLOWAY  
SCHOOL  
of the ARTS**

Julie A. Rumschlag  
Dean

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Spring, 2017

Dear Cab Calloway High School Student:

Welcome to the 2017-2018 course selection process! We are excited to offer you an array of courses in the upcoming school year.

Our **block schedule**, with four 85 minute periods is both rigorous and engaging. We offer both challenging academics, as well as a variety of arts and elective opportunities. Our schedule includes a daily activity period which allows for clubs and activities to meet within the school day, as well as, time for students to meet with teachers to receive additional support and make-up work as needed.

We take the process of course selection seriously. We believe that all students should have access to a demanding curriculum that prepares you for any of life's paths. Regardless of your choices following high school, all of you need a strong academic background. We challenge you to keep this in mind as you select next year's courses! Our goal is to prepare each of you for post-secondary education. Please work with your teachers to choose the most rigorous course work that is best for you.

**Calloway's Mission Statement:** *Cab Calloway School of the Arts invites students who demonstrate artistic interest and potential to engage in a rigorous curriculum where arts and academics combine to cultivate the development of independent investigation, critical and creative thinking, and the innovative application of acquired skills. Our graduates will demonstrate a mastery of defined skills that will enable them to be productive, self-directed, life-long learners who appreciate and respect diversity.*

**Your Role as a Student:** It is of paramount importance that you take the course selection process seriously. Your choices may impact the rest of your life decisions. Consider taking the most compelling courses that are aligned with your future goals. We live in a world that is complex and requires innovative thinking. Please take advantage of the opportunities available to you here at Cab Calloway.

In working with your parents, teachers and guidance counselor, I am confident that you will find success at Cab Calloway School of the Arts.

Sincerely,

*Julie A. Rumschlag*

Julie A. Rumschlag  
Dean

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## **CAB CALLOWAY SCHOOL OF THE ARTS**

### **ADMINISTRATION**

Ms. Julie A. Rumschlag, Dean CCSA  
Dr. Joe C. Hocking, Assistant Dean CCSA  
Dr. Will Robinson, Assistant Dean CCSA

### **RED CLAY ADMINISTRATION**

Dr. Mervin B. Daugherty, Superintendent  
Mr. Sam Golder, Secondary Director of School Operations

### **Cab Calloway School Fund**

#### **Board of Directors**

Jeffrey Politis  
Chair

Rich Roat  
Vice Chair

Tina Klumpp  
Treasurer

Kelly Furman  
Corresponding Secretary

#### *Ex-Officio*

Julie A. Rumschlag  
Dean, Cab Calloway School of the Arts

#### *Member Emeritus*

Cabella Calloway Langsam  
Sally McBride

#### *Board Members*

Dana Balick  
Karen Feeney  
Will Greider  
Christina Heneghan  
Sandra Hitchens  
Jennifer Hollstein  
Julie Johnston  
Thomas Laskas  
Sarah Nowak  
Brian Yerger

# **Cab Calloway School of the Arts Mission Statement & 12 Beliefs**

## **Mission Statement:**

Cab Calloway School of the Arts invites students who demonstrate artistic interest and potential to engage in a rigorous curriculum where arts and academics combine to cultivate the development of independent investigation, critical and creative thinking, and the innovative application of acquired skills. Our graduates will demonstrate a mastery of defined skills that will enable them to be productive, self-directed, lifelong learners, who appreciate and respect diversity.

## **Cab Calloway School of the Arts' 12 Beliefs**

1. Arts and academics have equal value.
2. Arts are integral to education.
3. Through expressional learning and the act of creating, students develop self-esteem and self-confidence.
4. An education in the arts develops the student as a whole person; academically, emotionally, physically, intellectually and socially .
5. Passion of learning originates from a passion for teaching .
6. Innovation is fundamental to teaching and learning.
7. All children have a right to an education that recognizes different learning styles.
8. Educational success is the shared responsibility of the student, the family, the school and the community .
9. All members of the school community have the right to a safe learning environment.
10. Technology allows education to become a more global experience.
11. Risk-taking and a willingness to change are necessary for continuous improvement.
12. Arts lead to a more balanced and innovative learner and citizen .

## **Nondiscrimination and Section 504 Notice**

All parties, procedures, and policies of the Red Clay Consolidated School District shall clearly exemplify that there is no discrimination in the recruitment, employment, and subsequent placement, training, promotion, compensation, tenure, and all other terms and conditions of employment over which the Red Clay Consolidated School District Board of Education shall have jurisdiction, or in the educational programs and activities of students on the basis of race, creed, color, religion, national origin, age, sex, sexual orientation, domicile, marital status, handicap, genetic information, veteran status, or any legally protected characteristic. Inquiries into compliance for Title IX or Section 504 are to be directed to Debra Davenport, Human Resources Development, RCCSD, 1502 Spruce Ave, Wilmington, DE 19805.

# **COURSE SELECTION GUIDE**

These course selection materials are designed to assist students and their parents in selecting courses for the next school year. The information should be read carefully and students should engage in dialogue about required and elective courses with parents, teachers and counselors. One should keep in mind his/her past academic record, interests and career goals as these important decisions are made.

Careful consideration should be given when selecting alternate courses and the order in which they are listed. Alternate courses will be considered if conflicts develop, but will not replace required courses.

## **C U R R I C U L U M**

1. The program is designed to serve the intellectual, artistic and emotional needs of young people from diverse backgrounds that have a strong commitment to the arts.
2. The program integrates a challenging academic program with intensive training at the highest level in the creative, visual and performing arts.
3. Academic and arts curriculum are integrated in ways that improve skills while developing aesthetic awareness in a creative interdisciplinary setting.
4. In every aspect of the curriculum, the school emphasizes self-awareness, self-discipline, and personal motivation. As a result of their experiences, students learn how to think independently and take responsibility for their lives.
5. The program prepares students for the finest colleges, conservatories and art schools. Some students go directly into dance companies, technical theater, communications, graphics, and/or other career fields.

## **ENROLLMENT REQUIREMENTS**

**Selection Process:** For Fall 2017, all rising 9<sup>th</sup> graders who are residents of Delaware, and all rising 10<sup>th</sup>, 11<sup>th</sup>, & 12<sup>th</sup> graders who are Red Clay Consolidated School District residents are eligible to apply for admission. After the choice deadline, enrollment restrictions apply.

The Admission Process includes completing an application and a skills assessment (audition or portfolio) developed and administered by the faculty in each arts discipline. Students are selected on the basis of aptitude in the arts, not prior training or academic achievement, and in accordance with state choice regulations. All applicants must go through the admission process. Placement tests may be given after admission to help determine the appropriate academic classes. For more information, please visit [www.cabcallowayschool.org](http://www.cabcallowayschool.org).

## **Red Clay Consolidated School District Guidelines for Choice Termination**

### **Choice Termination for Out of District Students**

Out of district students may have their choice enrollment terminated for failure to meet the district standards for attendance, academic performance or behavior. No student will be terminated without written documentation that the parent had received timely notice that the child's choice enrollment was in danger of being terminated. The notice must contain a detailed explanation of the unsatisfactory behavior, and that failure to address the situation would result in a recommendation for choice termination.

The following standards have been established for attendance, academics and behavior. Once a child has failed to meet the standard in one or more of the areas, they are eligible for choice termination. Choice termination is not mandated for all children who fail to meet the standard. The principal has the discretion to consider other factors (such as improved performance, successful interventions, etc.) when considering choice terminations. A principal may decide not to terminate a child if she/he feels it is in the best interest of the child to remain in the current school.

**Attendance:** A student is eligible for choice termination if he/she has at least 10 days unexcused absences or 10 days unexcused tardies. A student is also eligible for choice termination if he/she has 25 or more absences or tardies, excused or unexcused. A visiting teacher referral must be initiated when a student has reached 10 days unexcused absences. A VT referral for 10 days tardy is not required.

**Academic Performance:** A student is eligible for choice termination if he/she fails to meet the district or state criteria for promotion to the next grade.

**Behavior:** A student is eligible for choice termination if he/she has at least three out-of-school suspensions, a combination of at least five in or out-of-school suspensions or one or more serious violations of the code of conduct. Serious violations are considered to be actions that jeopardize the safety of students or staff.

### **Choice Terminations for In-District Students.**

In-district students may have their choice enrollment terminated for failure to meet the district standards for attendance and/or behavior. An in-district student is not eligible for choice termination based only on academic performance.

In-district students will be judged by the same standards as out-of-district students for attendance and behavior. The procedures outlined above are applicable for in-district students.

### **Choice Termination Referral Process**

The above recommendations provide a standard to determine a student's eligibility for choice termination. The choice termination referral process will not be affected by the recommendations of this committee.

The Choice Office and the managers of Secondary and Elementary Education will continue to provide principals with Choice Termination timelines, procedures and appropriate referral and notification forms.

# **CAB CALLOWAY SCHOOL OF THE ARTS SCHOOL COUNSELING DEPARTMENT**

The assistance given by the School Counseling Department is vital to the development of the student's positive self-concept. School counseling is a service provided for all students. It is ongoing and available at any time upon request. These services include assistance with educational planning, occupational and career information, test interpretation and academic and personal counseling. The school counselors work very closely with faculty, parents and community agencies.

It is strongly recommended that parents and students pay close attention to course selection in both the required and elective areas. Courses should be selected to prepare the student for study or training beyond high school or for preparation to enter the work world upon graduation.

If, at any time during the course selection process, students and/or parents wish to meet with the counselor, they need only to call 651-2705 for assistance.

## **SCHOOL COUNSELORS**

Mrs. Kimberly Rigby, High School Counselor	<a href="mailto:Kimberly.Rigby@redclay.k12.de.us">Kimberly.Rigby@redclay.k12.de.us</a>
Ms. Angela Jones, High School Counselor	<a href="mailto:Angela.Jones@redclay.k12.de.us">Angela.Jones@redclay.k12.de.us</a>
Mrs. Dale McKenzie, Middle School Counselor	<a href="mailto:Dale.McKenzie@redclay.k12.de.us">Dale.McKenzie@redclay.k12.de.us</a>
Mrs. Deby Fawcett, Clerk/Admissions	<a href="mailto:Debra.Fawcett@redclay.k12.de.us">Debra.Fawcett@redclay.k12.de.us</a>

## **ADMINISTRATION**

Ms. Julie A Rumschlag, Dean	<a href="mailto:Julie.Rumschlag@redclay.k12.de.us">Julie.Rumschlag@redclay.k12.de.us</a>
Dr. Joe Hocking, Assistant Dean	<a href="mailto:Joe.Hocking@redclay.k12.de.us">Joe.Hocking@redclay.k12.de.us</a>
Dr. Will Robinson, Assistant Dean	<a href="mailto:W.Robinson@redclay.k12.de.us">W.Robinson@redclay.k12.de.us</a>



## **ACADEMIC ELIGIBILITY POLICY FOR EXTRACURRICULAR / ATHLETIC ACTIVITIES**

In order to be eligible for participation in ANY interscholastic competition, each student in grades 9 - 12 must have passed five (5) courses the previous marking period. Two of these must be in English, mathematics, science, or social studies. **Seniors must also be passing any additional credits needed for graduation.**

A student who is not eligible at the end of the marking period shall remain ineligible for the next marking period. When semester grades are issued, the semester grade will take precedence over the marking period grade to determine eligibility. At the end of the school year, eligibility for the fall season of the next year is determined by the final grade. Summer school grades may also be used to determine eligibility. Eligibility for the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> marking periods will be determined by the G.P.A. earned in the previous marking period.

High school students must achieve the following grade point average (GPA) to be eligible to participate in school sponsored extracurricular programs/activities. The following GPAs must be achieved prior to the start of the grade level and maintained throughout the year.

<u>Grade Level</u>	<u>GPA</u>
9	1.00
10	1.50
11	2.00
12	2.00

Students who do not meet district marking period eligibility requirements, but do meet DIAA minimum requirements may, with parent/guardian written consent, request permission from the principal to remain a part of an extracurricular program/activity for **one additional marking period**. The student and parent/guardian must agree that the student will actively participate in a school-approved tutoring program for the entire marking period. High school students (grades 9-12) will be able to use this option twice during their high school career, but no more than once per school year. Students who do not meet district GPA requirements for two consecutive marking periods will be ineligible to participate in any extracurricular activity or program, including practices, until eligibility requirements are achieved.

Note: All incoming 9<sup>th</sup> graders are eligible for all activities during the first marking period. **The above-mentioned policy is only for athletics.** Each student in an extra-curricular activity including, but not limited to after school performing groups (such as GEMS Women's Chorus, Dance Company, musical and non-musical productions, Jazz Band, JazzChords of Calloway, and Drum Line), after school weighted academic groups (such as Mock Trial, Science Olympiad, and Math League), and student associations (such as National Honor Society, French Club and Student Government), must maintain a minimum of a 2.0 unweighted GPA. Eligibility will also be denied for any student with a failing grade or more than one "D" in any subject with the exception of after school tutoring support. Any student with one "D" must demonstrate improvement in that class for eligibility (A print out of HAC or a signed note from a teacher would be acceptable). Quarter grades determine eligibility for participation in all extra-curricular functions.

# GRADUATION REQUIREMENTS

English	4
Social Studies	4
Mathematics*	4
Science	3
World Language	2
Health	½
Physical Ed	1
Career Pathway	3
Electives	2 ½

**24 Total Credits**

### Units of Credit

- Algebra I will be the first high school mathematics course for which a student will receive credit. One of the math credits must be completed during the student's senior year.
- The Career Pathways requirement makes a student choose three sequential or specialized offerings from visual arts and performing arts, or foreign language. All three courses must be in the same area.
- The required two credits in World Language MUST be earned in the same language (French 1 and French 2 OR Spanish 1 and Spanish 2)

### Recommended Courses for Students Applying to a Four Year College or University

The admissions criteria for a four-year college or university can be different from school to school. However, as a general rule, most colleges recommend that students complete the following coursework in high school:

- 4 years of English and Social Studies
  - 4 years of mathematics
  - 3-4 years of science including 2 lab sciences
  - 2-4 years of the same world language
  - At least 18 core course credits (English, social studies, mathematics, science, and world language)
- The more selective the college, the more rigorous their admissions criteria will be. Please consult with your school counselor for more information on individual college requirements.

## PROMOTION REQUIREMENTS

### To Grade 10

**(6 credits)**

- 1 English**
- 1 Social Studies**
- 1 Mathematics**
- 3 Additional**

### To Grade 11

**(12 Credits)**

- 2 English**
- 2 Social Studies**
- 2 Mathematics**
- 1 Science**
- 5 Additional**

### To Grade 12

**(18 credits)**

- 3 English**
- 3 Social Studies**
- 3 Mathematics**
- 2 Science**
- 1 World Language**
- 2 Career Pathway**
- ½ Physical Education**
- 4 ½ Additional**

## **MINIMAL NUMBER OF CREDITS TO BE CARRIED EACH YEAR**

Students are encouraged to complete as many graduation requirements as possible in grades 9 and 10. This enables them to elect courses of interest, as well as arts and career oriented courses in grades 11 and 12. The minimum number of credits to be carried each year is as follows:

### **GRADE 9**

A ninth grade student must enroll for a minimum of 8 credits. All freshmen must schedule the following courses:

English	1 credit
Social Studies	1 credit
Mathematics	1 credit
Science	1 credit
World Language	1 credit
Career Pathway/Arts Major	1 credit
Fundamentals of Music Theory*	1/2 Credit
Sight-Reading & Ear Training*	1/2 Credit
Physical Education	1/2 credit
Health	1/2 credit

**\* Instrumental/Vocal Music Majors Only**

### **GRADE 10**

A tenth grade student must enroll for a minimum of 8 credits. All sophomores must schedule the following courses:

English	1 credit
Social Studies	1 credit
Mathematics	1 credit
Science	1 credit
World Language	1 credit
Career Pathway/Arts Major	1 credit
Physical Education	1/2 credit
Driver Education	1/4 credit
SAT Prep	1/4 credit

### **GRADE 11**

An eleventh grade student must enroll for a minimum of 8 credits. All juniors must schedule the following courses:

English	1 credit
Social Studies	1 credit
Mathematics	1 credit
Science	1 credit
Career Pathway/Art Major	1 credit
3 Elective Courses	3 Credits

### **GRADE 12**

A twelfth grade student must enroll in 8 credits. All seniors must schedule the following courses:

English	1 credit
Social Studies	1 credit
Mathematics	1 credit
Art Major or Elective	1 Credit

**\*\*Exceptions to the credit requirement can be made only with the permission of the Dean.**

# **SUGGESTED PROGRAMS OF STUDY BY GRADE LEVEL**

## **9<sup>th</sup> Grade**

English  
Algebra I, Geometry or Algebra 2  
Physical Science  
Civics/Economics  
World Language  
Physical Education and Health  
Arts Major  
\*\*\*Elective – see detailed information below

## **10<sup>th</sup> Grade**

English  
Geometry, Algebra II, or higher  
Biology  
World History or AP European History  
World Language  
Driver's Education / SAT Prep / Physical Education  
Arts Major  
Elective – Academic and/or Arts

## **11<sup>th</sup> Grade**

English or AP Language and Composition  
U.S. History or AP U.S. History  
Chemistry, Physics, Anatomy & Physiology, or AP sciences  
Algebra II, Pre-Calculus, Statistics, Calculus or AP mathematics courses  
World Language (Highly recommended)  
Arts Major  
Electives – Academics and/or Arts

## **12<sup>th</sup> Grade**

English 12, AP Literature, or UD's E-110 – Critical Reading and Writing  
Social Studies electives or AP social studies course offerings  
Pre-Calculus, Statistics, Calculus or AP mathematics courses  
Anatomy & Physiology, Chemistry, Physics, or AP Sciences  
World Language or Academic Elective  
Arts Major  
Electives- Academics and/or Arts

### **\*Required 9<sup>th</sup> Grade Electives by Arts' Major:**

Digital Communications Arts Majors – Foundations of Visual Arts 1  
Dance Majors – Dance elective of their choice  
Theatre and Stage Tech Majors – elective of their choice  
Instrumental and Vocal Majors: Fundamentals of Music Theory and Sight-Reading and Ear Training  
Visual Arts Majors: Art History

## **COURSE LEVEL ASSIGNMENTS**

If a parent feels that a student should be placed in a higher or lower level of a course than a teacher recommends, the following policy will be in effect:

The student may be placed in the requested level upon completion of a "Request for Course Level Change" form (see below). In the event that the course is found to be too difficult, transfer to a lower level will be allowed after the completion of one marking period, and the grade received for that marking period will be reflected in the final grade of the new course. In addition, a conference attended by the parent(s), teacher, student, and guidance counselor must precede the move. This request must be made at the time of course selection.

**NOTE: For a full-year course, any necessary level changes must be made prior to the beginning of the second semester. After such time, request for level changes will not be granted.**

### **REQUEST FOR COURSE LEVEL CHANGE**

I am requesting that my son/daughter \_\_\_\_\_ be  
scheduled for:

Course \_\_\_\_\_

Instead of \_\_\_\_\_

as recommended by his/her teacher.

I understand that by selecting a course which is different from the recommended course, my/son daughter will be granted a transfer for at least one marking period. If, at that time, he/she is experiencing difficulty, a conference attended by the parent(s), teacher, student and guidance counselor must precede any move.

Signed \_\_\_\_\_  
(Teacher)

Date \_\_\_\_\_

Signed \_\_\_\_\_  
(Parent)

Date \_\_\_\_\_

Signed \_\_\_\_\_  
(Student)

Date \_\_\_\_\_

## **SCHEDULE CHANGE POLICY**

Considerable administrative planning, time and effort, as well as student and counselor input, have gone into generating master and individual student schedules. The schedule of classes is based on student's requests.

Changes in the schedule shall occur only for valid educational reasons and only after consultation and approval of parents, counselors, teachers and administrators. A student may request a schedule change prior to the first day of school provided that written permission is presented from the parent or guardian.

After the start of the school year, a student's schedule may be changed for one of the following reasons:

- 1). Clerical or computer errors
- 2). Inappropriate placement in a course
- 3). Physical or emotional difficulties
- 4). Academic overload

A class may be added during the first two weeks of a semester course and the first three weeks of a yearlong course with full credit being allowed upon successful completion. To begin any course after the 10<sup>th</sup> class meeting, the student must obtain the written permission of the course's instructor.

A course added after the 15<sup>th</sup> school day of a semester course and the 30<sup>th</sup> day of an annual course may be allotted either full or partial credit upon the successful completion of the course. The amount of credit awarded shall be at the discretion of the teacher.

Transfers from one instructor to another within a given course are only allowed with the approval of the Dean. Such requests either by the student/parent or the teacher must be substantial.

## **POLICY FOR DROPPING A COURSE**

### **For a Year Long Course**

Dropping a course during the second marking period means that the student must withdraw with penalty according to the following:

#### **1). During the second marking period, but before the Interim grades are sent:**

If the grade for the first marking period is a passing grade, then the grade for the remaining marking periods and final is "W". If the grade for the first marking period is failing, then the grade for the remaining marking periods is "W," and the final grade is "F".

**2). During the second marking period, but after the Interim grades are sent:**

If the grade for the second marking period (at the time of withdrawal) is a passing grade, then the grade for the second marking period, the remaining marking periods, and the final is “W.” If the grade for the second marking period (at the time of withdrawal) is a failing grade, then the grade for the second marking period is “F”, the final grade for the remaining marking periods is “W”, and the final is “F”.

**3). After the start of the second semester:**

The grade for the remaining marking periods is “W”, and the final grade is “F” regardless of the previous grades.

**For a Semester Course:**

If a student drops a course after the start of its second marking period, the grade for the remaining marking period is "W," and the final grade is "F" regardless of the previous grade.

All schedule changes require a signature of a parent or guardian.

## **CHANGING FROM ONE LEVEL TO ANOTHER**

If a student changes the level of a course after the start of the second marking period, that grade will be transferred and will remain on the student's academic record. Each marking period grade and final grade for that class will be recorded as "W". The grade for the course that the student transferred into will be an "N" for the marking period(s) that the student was in the higher level course, and the final grade will be calculated by using one of the two options available as described in the Student Handbook.

## **COURSE AVAILABILITY**

All courses offered in the **Course Selection Guide** are subject to changes in availability. In considering resource allocations, courses may not be offered without a substantial interest expressed by the student body during the spring course request period. It is likely that some classes offered in the **Course Selection Guide** will not be held if the number of students requesting a course is low.

Although every effort is made to accommodate student course requests, as the new schedule is built, students may be required to select between courses that present a conflict within their schedule. If this occurs, students are encouraged to speak to their parents/guardians as well as seek advice from their guidance counselor to review options for resolving these issues.

## **GRADING POLICY**

The Grade Point Average (GPA) at Cab Calloway School of the Arts is a weighted average and is computed by using only the grades in the academic core courses of English, social studies, mathematics, science, world language, and any Advanced Placement course. A grade of "C" or better in an advanced placement (AP) level course where the AP examination is taken receives an additional one and one half (1.5) quality points in the computation of the GPA. A grade of "C" or better in an honors level course receives an additional quality point in the computation of the GPA. In cases where a student in an AP course chooses not to take the AP examination in May, the course designation will then be changed to "Accelerated" and only one additional quality point will be awarded. The weighted, cumulative GPA is used to determine class rank.

To determine eligibility for honor roll status, an unweighted GPA which includes grades in the core area courses only (English, math, science, social studies, and foreign language) is used. To determine district athletic eligibility, a weighted GPA which includes all grades of A, B, C, D, or F is used.



## FINAL GRADE DETERMINATION

The final course grade shall be the average of the four quarter grades, each with a weight value of (2), and the mid-year and final examination grades each with a weight value of (1). Quarter and examination grades shall carry a numerical value of: A = 4; B = 3; C = 2; D = 1; F = 0.

### Letter Grade Quality Points

A = 90 – 100	4 Quality Points
B = 80 – 89	3 Quality Points
C = 70 – 79	2 Quality Points
D = 60 – 69	1 Quality Points
F = Failure Below 60	0 Quality Points

The numerical average shall be converted to a letter grade using the following scale. If the numerical grade is:

Greater than or equal to 3.50	= A
Greater than or equal to 2.5 through 3.4	= B
Greater than or equal to 1.50 through 2.4	= C
0.6, up to and including 1.4	= D
Less than 0.6	= F

Example:

- Marking period grades are C, C, C, B  
Mid-term grade: B  
Final exam grade: C
- Double marking period quality points: 4, 4, 4, 6 = 18  
Mid-term quality points: 3  
Final exam quality points: 2
- Calculation 23 divided by 10 = 2.3 grade C

**\*\*Three marking period F's constitute course failing, regardless of quality points.**

### INCOMPLETE GRADES

Incomplete grades must be made up within two weeks following the end of each marking period or the grade becomes an "F," (except medicals). If an incomplete grade is based on failure to complete one or more identified basic course requirements, the incomplete must be resolved by the last student-day of the year or the grade becomes a permanent "I" and no credit will be given.

**Note: Students should familiarize themselves with the attendance and absence policies outlined in the "STUDENT CODE OF CONDUCT." The responsibility for initiating makeup work and turning in assignments rests with the student.**

## **ATTENDANCE POLICY**

A student is considered to be absent from school if he/she attends school for less than 50% of the scheduled days. **Absences include both excused and unexcused absences, as well as, out of school suspensions.** As one of the qualifications for promotion, credit for course work, eligibility for graduation or administrative assignment, a student **shall not exceed 25 days** during the school year.

## **NATIONAL HONOR SOCIETY GUIDELINES**

After the second marking period closes, sophomores and juniors with a cumulative high school GPA of 3.9 or higher are eligible to fill out a student activity form to become a member of the Cab Calloway Chapter of the National Honor Society. Scholarship, leadership, service and character are the defining characteristics of a NHS member.

A panel of faculty (the faculty council) then reviews the completed responses and students are notified as to their acceptance or non-acceptance into the NHS according to the criteria outlined in the NHS handbook. Students who are not invited into the chapter are provided with guidelines for improving their qualifications so that they may potentially apply their junior year.

The Induction Ceremony generally takes place near the end of the third quarter of each school year. Student members then meet regularly throughout the school year, typically every other Thursday. In addition, many service projects are incorporated into our chapter. Each student is required to complete a minimum of 50 service hours per year. Half of those hours can be in any area the member chooses and the other half of the hours are from the required chapter service projects. In 2016-17, some of the required service projects included participation in weekly baking for the Ronald McDonald House, recruiting donors for the Blood Bank of Delmarva and assisting visitors during our annual Open House.

# REQUEST FOR SCHEDULE CHANGE

Considerable planning, time and effort have gone into the generation of student schedules. Our entire academic and arts program for this school year was created on the basis of courses you requested. In view of this time and energy, changes in students' schedules will occur only for valid reasons and during the first three weeks of school or two weeks prior to the end of each marking period. Changes for 9-week courses should not be made after the marking period begins. No change will be made unless there has been extensive dialogue between teacher, student, parent, and counselor.

In order to make a schedule change, complete the form below and return it to your guidance counselor. Be sure to obtain the signatures of both the teacher whose class you wish to drop, as well as, the teacher whose class you wish to add. **A parent signature is required for all changes.**



STUDENT NAME \_\_\_\_\_ GRADE \_\_\_\_\_

School Counselor \_\_\_\_\_ Date Initiated \_\_\_\_\_

Reason for Request \_\_\_\_\_

Course to be **Dropped** \_\_\_\_\_ Grade to Date \_\_\_\_\_

Teacher Approval \_\_\_\_\_ Date \_\_\_\_\_

Course to be **Added** \_\_\_\_\_ Grade to Date \_\_\_\_\_

Teacher Approval \_\_\_\_\_ Date \_\_\_\_\_

Course to be **Dropped** \_\_\_\_\_ Grade to Date \_\_\_\_\_

Teacher Approval \_\_\_\_\_ Date \_\_\_\_\_

Course to be **Added** \_\_\_\_\_ Grade to Date \_\_\_\_\_

Teacher Approval \_\_\_\_\_ Date \_\_\_\_\_

Course to be **Dropped** \_\_\_\_\_ Grade to Date \_\_\_\_\_

Teacher Approval \_\_\_\_\_ Date \_\_\_\_\_

Course to be **Added** \_\_\_\_\_ Grade to Date \_\_\_\_\_

Teacher Approval \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

# 2017-2018 Advanced Placement Contract

## Students:

1. Have parents read and sign appropriate section.
2. Read and sign your appropriate section.
3. Have your current teacher approve and sign during the course selection window, which runs from **March 13<sup>th</sup> - March 24<sup>th</sup>**.
4. Have your future AP teacher approve and sign during the course selection window, which runs from **March 13<sup>th</sup> - March 24<sup>th</sup>**.
5. Return this completed application to your school counselor, by the end of the day, on **Friday, March 24<sup>th</sup>**.

## Students and Parents:

Please read the following section on our school's philosophy and regulations regarding AP courses:

1. Advance Placement (AP) courses offer high school students opportunities to demonstrate college-level achievement. This program is based on the fact that many high school students can complete college-level studies while attending secondary school.
2. AP exams are the national tests which are graded from 1 to 5, with 5 being the highest grade. Most colleges will accept a grade of 3 or higher in order for the student to receive college credit, however, some schools such as Ivy League Colleges, will accept only a 4 or higher.
3. AP courses are rigorous and most courses require completion of certain prerequisites. See the course booklet for more information.
4. Students are not permitted to take more than 4 AP courses without prior approval from your counselor. Please keep in mind, it's best to gradually add AP courses into your schedule. For instance, if you're taking two AP classes this year, we recommend not taking more than four classes the following school year without consulting with your counselor.
5. Students are to have a grade of at least a "B" in the current course (preferably Honors level) in the same discipline at the time of course request. Students who do not currently fulfill this requirement must petition the department chairperson for approval.
6. Students need to have their own internal desire to take an AP course, not because of peer or parental pressure.
7. Students must be willing to commit their time to the AP course and keep outside commitments such as work and extracurricular activities at a minimum.
8. Students need to understand that an AP course requires ample independent study. This begins with their assigned and required summer work and as such, a student needs to possess a great deal of self-discipline to work on the course material outside of the AP class. If a student does NOT complete

their required AP summer work they will be asked to drop the AP class on the first day of the new school year.

9. Parents need to understand the time and dedication that the student must give to an AP course and must be willing to encourage this commitment throughout the school year.
10. There is a “grace period” for students who enrolled in an AP course. Due to the challenging material, outside commitments, individual concerns, or AP instructor recommendation, a student may drop or be asked to drop an AP course. The grace period runs from the first day of school until the interim of the first marking period.
11. A student who is enrolled for an AP course **MUST** take the AP exam in May. Currently, the cost of this exam is \$93 (2018 AP fee TBA). Exam fees must be turned into Mrs. Rigby during the AP exam registration window, in February 2018. Checks should be made payable to Cab Calloway School of the Arts. Fee waivers, which reduce the cost of AP exam fees, are available, but you must check with your counselor to see if you qualify (If you receive free or reduced lunch, you qualify).
12. If a student decides **NOT** to take the AP exam in May, the designation of the course will be changed from AP to Accelerated. The student will no longer receive AP quality points (1.5 extra points) in their GPA calculation. The students will remain in the AP class with the new Accelerated designation with 1 additional quality point calculated into the students GPA for the remainder of the school year.
13. All Cab Calloway School of the Arts AP teachers assign required summer work. If a student enrolls in an AP class during the summer they are expected to complete all summer work by the date assigned by the teacher; failure to complete the summer work will result in a withdraw from the course. If a student enrolls in an AP course at the start of the school year, all required summer work must be completed by the date assigned by the AP teacher. Only in very rare instances will a student be able to add an AP class at the beginning of the school year.
14. Additional information regarding the AP enrollment and AP exam fees can be found in both the course booklet and at [www.apcentral.com](http://www.apcentral.com).

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- ARTS
- DRIVER EDUCATION
- ENGLISH
- MATH
- PHYSICAL EDUCATION AND HEALTH
- SCIENCE
- SOCIAL STUDIES
- WORLD LANGUAGE
- DUAL ENROLLMENT THROUGH THE UNIVERSITY OF DELAWARE & DELAWARE TECH
- PEER TUTORING & AIDING

# DIGITAL COMMUNICATION ARTS

In an effort to better meet the needs of our students, and the community in which we live, we are pleased to offer a major in Communication Arts based on the focus the student wishes to pursue as a high school pathway. The field of Communication Arts is broad, focusing and promoting the use of “**Digital Literacy**.” The Digital Communications Arts Department will offer four different “Tracks or Focuses” from which to choose.

## CURRICULUM

### GRADE 9:

-Digital Media I

### Elective:

-Visual Arts Foundation I or  
-Creative Writing I

### GRADE 10:

**Select 2 Courses based on Career Path:**

-Digital Media II

### Elective:

- Visual Arts Foundation I, II or  
Creative Writing I  
Drawing and Mark Making

### GRADE 11:

**Select 2 Courses based on Career Path:**

-Photography I  
-Foundations II  
-Videography & Cinema Studies  
-Digital Media II Or III  
-Creative Writing I

3-D Design

### OR

**W/ INSTRUCTOR APPROVAL and/or portfolio:**

-Yearbook  
-Creative Writing II, III  
-Photography  
Drawing and Mark Making I or II

### GRADE 12

**W/ INSTRUCTOR APPROVAL and/or Portfolio:**

-Yearbook  
-Videography & Cinema Studies  
-Digital Media II Or III Or IV  
-Creative Writing I  
3-D Design I or II

### OR

**W/ INSTRUCTOR APPROVAL and/or portfolio:**

-Creative Writing II,III,IV  
-Independent Study: Photography  
Visual Arts electives:  
Drawing, 2-D Design or 3-D Design

## Writing and Publication Track

9<sup>th</sup> Grade

Digital Media and Imaging 1  
Creative Writing 1`

10<sup>th</sup> Grade

Digital Media and Imaging 2  
Creative Writing 2  
(Storytelling basics and Journalism)

11<sup>th</sup> Grade

Digital Media and Imaging 3  
Creative Writing 3 (Advanced writing and publication)  
And/Or Yearbook

12<sup>th</sup> Grade

Creative Writing 4 (Novel Writing and Publication)  
And/Or  
Yearbook

## Photography Track

9<sup>th</sup> Grade

Digital Media and Imaging 1  
Foundations Visual Art I

10<sup>th</sup> Grade

Digital Media and Imaging 2  
Foundations Visual Art II

11<sup>th</sup> Grade

Digital Media and Imaging 3  
Photography

12<sup>th</sup> Grade

Digital Media and Imaging 4  
Independent Study  
Photography and/or  
AP Studio Art

## Cinema and Video Track

9<sup>th</sup> Grade

Digital Media and Imaging 1  
Foundations Visual Art I

10<sup>th</sup> Grade

Digital Media and Imaging 2  
First half of Creative Writing 2  
(Storytelling basics and Journalism).

11<sup>th</sup> Grade

Digital Media and Imaging 3  
Cinema Studies 1 and/or  
Foundations Visual Art I

12<sup>th</sup> Grade

Digital Media and Imaging 4  
Cinema Studies 2  
Foundations Visual Art II

## Print and Web Track

9<sup>th</sup> Grade

Digital Media and Imaging 1  
Foundations Visual Art I

10<sup>th</sup> Grade

Digital Media and Imaging 2  
Creative Writing 1 and/or  
Foundations Visual Art II  
Drawing, 2-D Design or 3-D Design

11<sup>th</sup> Grade

Digital Media and Imaging 3  
Photography and/or Yearbook

12<sup>th</sup> Grade

Digital Media and Imaging 4  
Yearbook  
AP Studio Art

**Track 1: Digital Media and Imaging - Print and Web Design**, focuses on the digital realm of communication arts including graphic design, digital photography, web design, Adobe Suite including Photoshop and Illustrator, and Digital Film and Video. At the conclusion of this track, students will be eligible for a career pathway certification by passing an “End-of Program” assessment, which will prepare them for a job in the field or for further study at the college level. *Recommended Classes: Digital Media and Imaging I-IV, Visual Foundations I and II, Yearbook, and Photography or AP Studio Art*

**Track 2: Digital Media and Imaging - Written and Oral Communications**, focuses on the written and oral realm of communication arts including creative writing, design layout, public speaking, debate, and newspaper. *Recommended Classes: Digital Media and Imaging I-III, Visual Foundations I, Creative Writing I-III and Creative Writing 4 (Novel and publication), and Yearbook.*

**Track 3: Digital Media and Imaging - Cinema and Video Imaging Production**, focuses primarily on film studies, the production of film, history of film, and current technologies in digital film. The student will know the basics of cinematography and imaging, as well as different types of video files and compression. *Recommended Classes: Digital Media and Imaging I-IV, Visual Foundations I and II, Cinema Studies I and II, and Photography.*

**Track 4: Digital Media and Imaging – Photography**, focuses primarily on the manipulation of light and the use of the camera. The student will utilize their added skills to tell stories with the use of photos and digital imagery. *Digital Media and Imaging I-IV, Visual Foundations I and II, Cinema Studies I, Yearbook and Photography and/or AP Studio Art*

**0160 – Yearbook Grades 8, 11-12**

**1 Credit**

**Prerequisite: Teacher approval or Photography and Digital Media 1**

This course has two classes in the same period; they will share instructional time and ideas about sections of the yearbook as well as offer photography critiques when photography is due. These classes are also designed to get students in both facets of the courses engaged to make a Clear, Concise, Error Free, and Artistic, Yearbook for the year. This course encompasses every aspect of print media. Yearbooks mainly consist of the merriment of Graphic Design, Photography, and Digital Media. Students taking this course should be prepared to meet deadlines, make promotional flyers, and generally promote the yearbook to convey the message of that current year. 8th graders taking this class must have approval or recommendation from appropriate respective 7th grade teachers (8<sup>th</sup> grade students do not receive high school credit for the course).



**0851 - Digital Media and Imaging I – Grades 9-12****1 Credit****May be taken 2<sup>nd</sup> year or simultaneously with Foundations of Visual Arts I**

***\*\*Any non-Digital Media majors or students interested in becoming Digital Majors must contact Mr. Greider by March 24<sup>th</sup> to obtain approval to take Digital Media I.***

State of the art Digital Media & Imaging equipment, software and skills are what you will find to enhance your knowledge and technical skills as you prepare for college and career readiness. Students entering the first level course will explore, identify and understand the significance of creating an image using industry standard digital media & imaging tools, software, and skills. The historical significance of capturing images and the impact on our society, as well as the artistic value and the aesthetics will be complemented by the technical skill set gained in successful completion of this course. Students will explore, identify, and understand the use of the elements of composition, the principles of design, professional ethics and the tools to create an image. Cameras, computers, and varying types of editing software such as the Adobe Creative Suite will be used in a project-based setting to enhance your artistic talents and develop your technical skill set. You will have the opportunity to develop leadership skills, apply your technical skills and develop personal growth while participating in the Technology Student Association – TSA

**0852 - Digital Media & Imaging II – Grades 10-12****1 Credit**

This course allows students to demonstrate and apply their understanding of digital media & imaging technology in a web based curriculum. The students will continue to develop their skills that they have acquired from Digital Media and Imaging I. They will demonstrate and apply the technical skills in the use of tools, materials, and design processes to produce products as they continue to the advanced levels of the digital media & imaging through building various websites. Students will demonstrate and apply skills such as Adobe InDesign, HTML 5, and CSS 3. Students will developed use of the principles of design, professional ethics, the elements of composition and the tools to many different types of Digital Media. Real world hands-on problem solving experiences involve using the design process to create a more evolved image to convey a specific message. Students enrolled in this class will participate in appropriate grade level cross-curricular learning opportunities, demonstrating techniques in designing and problem-solving. Involvement in the Technology Student Association - TSA will provide the opportunity to develop leadership skills, apply your technical skills and develop personal growth to become college and career ready.

**0853 - Digital Media & Imaging III – Grades 11-12****1 Credit**

Digital Media & Imaging III allows students to apply and transfer the knowledge and skills of the digital media & imaging industry. Using their accumulated knowledge and skills of core academic content and the past two Digital Media courses, they will allow artist skill set and the technical skills of the digital media & imaging industry they will experience real world challenges and implement their solutions to solve them. Students in this course will be exposed to advanced Photography, Videography, Cinematography, Animation and 3D integration. Real world problem solving experiences involve applying and transferring the design process to create a more evolved image to convey specific messages. Involvement in the Technology Student Association - TSA will provide the opportunity to develop leadership skills, giving presentations of individualized assignments. Then apply your technical skills and develop personal growth to become college and career ready.

## **1000 - Digital Media & Imaging IV – Grade 12**

**1 Credit**

Digital Media and Imaging IV gives the students access to really embellish what it means to be a Digital Media Graphic Artist, Print Designer, Web Designer, Programmer, and Teacher. Primarily an independent study course, allows students to really focus on what interests them. It will allow the student to get motivated to what a student will chose to do when they graduate. The class will also have a full independent study project, which will be applied in the real world to then be then presented to the class for other students to see and learn from each other. Participation in Technology Student Association is REQUIRED when taking this course.

## **0171 – Creative Writing I**

**1 Credit**

This introduction to writing class is designed to allow the students to explore the many different genres of writing: fiction, nonfiction, poetry, prose, mystery, and romance. We begin each unit with a mini lesson that gives us the opportunity to study the different aspects of creative writing in great detail. We will begin with characterization, plot, and theme, and from there we will move on to developing a story into a mini novel. This class is designed to give the students an opportunity to express themselves through the art of creative writing. We will experiment with many different techniques; allowing our pens and pencils to take us to faraway places and exciting adventures. Each class begins with a 15 minute journal entry, and we often share what we have written. Sharing our written work is a large part of our curriculum in Creative Writing.

## **0172 – Creative Writing II**

**1 Credit**

This course will serve to build upon the basics that students covered in Introduction to Creative Writing by focusing on the relationship between the author and the audience. The first half of the year will be dedicated to the art of storytelling across genres. Students will sharpen their skills in regards to conflict, character, description, and dialogue while creating original pieces that showcase their individual talents. The second half of the year will focus on aspects of nonfiction writing. Students will expand their writing abilities by creating works for our school newspaper. During this portion of the course we will cover multiple journalistic elements including article and review writing, interviewing a subject, and satire in opinion pieces.

## **0175 – Creative Writing III**

**1 Credit**

**Prerequisite: Introduction to Creative Writing or Foundations of Storytelling**

Through intense writing, critiquing, and personal reflection, students will create works of poetry, fiction, and nonfiction. Students continue the processes begun in Creative Writing I by working to develop their professional voice and style. Students will also study the works of contemporary writers in order to gain a deeper understanding of the writing process. The course will focus on the development of writing by focusing using a professional workshop style for editing. Students will gain a deeper understanding of the publication process contributing to the school literary magazine and submitting works to other literary venues.

### **0805 – Photography (Independent Study)**

**1 Credit**

**You must submit a photography portfolio to Mr. Greider by March 24<sup>th</sup>.**

Please email Mr. Greider at [William.Greider@redclay.k12.de.us](mailto:William.Greider@redclay.k12.de.us) for a copy of the portfolio requirements, or visit the Cab website (<http://www.caballowayschool.org>) to download a copy. You'll find the link under the "Academic" heading, by clicking on the link for "Course Selection Guides."

<http://www.caballowayschool.org/academics/portfolio-for-independent-study-photography-rubric/>

Because Photography is the merriment between Art and science, this course will take you through the technical aspects of photography as well as focus on the art of photography. Students will have a wide variety of different techniques and ideas from an artist's and photographer's perspective. While in class students will study the basic concepts of darkroom, film development, use of light, "analog or non-digital" still film production. Learn the history of photography and where we are today. After learning the basics of photography, the students will be able to have access to digital SLR cameras which have become the industry standard and are increasingly improving.

### **0803 – Videography and Cinema Studies**

**1 Credit**

*Students (majors and non-majors) interested in taking Cinema Studies next year must complete an interest survey by March 24<sup>th</sup>. You can find the survey at: <http://goo.gl/cULrhO>*

**Videography:** While learning the fundamental operation of a video camera and basic production techniques, the students will explore the art of communicating through video, featured use of the 7 Visual Components. Basic lighting, shot selection and angles, editing, script writing, and storyboarding will be studied and applied to produce a variety of short video pieces as well as a (Class participation permitting) "Class Film". In the class film, students will be able to pick from a wide variety of jobs and add to their various set of skills. Some of the jobs may be sound engineer, motion graphic artist, director, assistant director etc.

**Cinema Studies:** An appreciation of the art of cinema film-making will be developed through exposure to film criticism, script writing and interpretation, and understanding the roles of individuals in the film industry. Students will gain experience in critique of film and critique by learning what makes a "Good film or movie" good. It will also show students what other directors and filmmakers have done in the past to communicate an interesting story within the frame.

### **0804 –Videography and Cinema Studies II**

**1 Credit**

**Prerequisites: Videography and Cinema Studies I, and Digital Media and Imaging I**

**Required: A portfolio of student film and teacher approval**

While still participating in the Cinema Studies portion of the class, this course primarily focuses on the art of telling a story through film and video. Students interested in continuing their Cinema Studies education should enroll in this class. Students enrolled in this class should have a more individual project motivation initiative in their specific areas of study of film. Required to help with filming and editing events outside of class.

## DANCE

The curriculum for High School Dance Majors focuses on the training in the disciplines of ballet, jazz, and modern techniques. In the four years, students will study dance history, psychology of dance, improvisation, choreography, injury prevention, anatomy, physiology, and nutrition/eating disorders.

### **Students will experience:**

1. The principles of movement and their relationship to the human body.
2. Develop a movement vocabulary.
3. Experience creative, artistic, and aesthetic aspects of dance.
4. Develop skills, techniques, and concepts for expressing meaning through movement.
5. Develop a sense of relevancy of dance to human experience through the study of its many forms.

### **At all instructional levels, the students will demonstrate:**

1. The ability to use perceptual skills through performing and responding in dance.
2. An understanding of dance as a significant component of history and human experience.
3. The ability to create dance by improvising, organizing dance ideas, and performing.
4. The ability to identify, analyze and apply criteria for making aesthetic judgments in dance.

### **All dancers at high school level MUST have prior dance experience.**

The dance instructor will place dancers according to their readiness level of dance as follows:  
The dance placement auditions will be held on Wednesday, April 26<sup>th</sup> from 3:00 to 4:30 PM.

<b>0731 - Dance I:</b> Beginning/Intermediate Dance (w/prior dance experience)	<b>1 Credit</b>
<b>0732 - Dance II:</b> Intermediate/Advanced Dance	<b>1 Credit</b>
<b>0733 - Dance III:</b> Advanced Dance	<b>1 Credit</b>

Opportunities to gain performance experience will be offered during the school year in a variety of venues.

**Note:** Dance majors can earn their full Physical Education credit and their half credit in Health through participation in their dance classes. Both fitness and health topics related to dance are covered during this time.

## DANCE ELECTIVES

**Any Non-Dance Major who is interested in taking a dance elective must contact Ms. Cohen-Sherlock via email at [Allyson.Cohen@redclay.k12.de.us](mailto:Allyson.Cohen@redclay.k12.de.us) to set up an audition before March 24<sup>th</sup>.** Acceptance into any elective dance class will be based on a student's audition and/or space availability, as majors get first priority. An audition date/time will be set up sometime after spring break.

### **0736 - Dance Improvisation and Choreography Teacher Approval Required**

**1 Credit**

This is an advanced course for dancers who wish to express their artistic voices through dance choreography. The objective of this course will be to develop dancer's ability to create meaningful choreographic work through solos, duets, trios, quartets and ensemble pieces. Students will be exposed to a variety of sources, elements, and processes from which they will develop their own creative potential, including: improvisation, structural forms inspired by visual arts, text, sound, chance forms, non-traditional spaces and music compositions. Students will critically analyze their own work and the work of their peers and will have the opportunity to audition their work for the high school dance festival. There will be a variety of performance opportunities.

### **0739 - Pointe/Variations/Repertory (9th-12th grade) Teacher Approval Required – Dance Majors Have Priority**

**1 Credit**

In this course, students will gain strength and technique in ballet while performing on pointe. Students will learn and perform repertoire and variations from various ballets to gain virtuosity on pointe and improve presentation and style. Students will also learn about the various ballets and choreographers. There will be performance opportunities in this class. Students must have a minimum of two years of pointe experience to enroll in this class.

### **0737 - Jazz Technique (Levels 1-3) Open to High School Dance Majors Have Priority Teacher Approval Required**

**1 Credit**

In this course, students will learn various styles of jazz dance (classical, contemporary, lyrical, theater). Students will perform warm-up and strengthening exercises, learn center combinations/sequences and moving across the floor. Students will learn the history of jazz dance, the many forms that has evolved, and the various dancers and choreographers in jazz.

## **After- School Program**

### **0734 - High School Dance Company (audition only)**

**.25 Credit**

The dance company meets on Mondays at 2:45-4:00 PM once a week. The dancers learn a variety of choreography (ballet, modern, jazz, theatre) for *Showstoppers*, studio workshops, high school spring performance as well as travel outside of school to represent the Dance Department of CCSA. In the past, the company has performed at the Kennedy Center in Washington, DC, the Wilmington Flower Market, the Delaware Dance Festival, the Kimmel Center in Philadelphia, senior centers, the University of Delaware, and the Carvel State Building. The CCSA Dance Company allows the dancers more opportunities to perform in front of an audience and trains them to learn choreography quickly.

# INSTRUMENTAL MUSIC

Available to students who study concert band or orchestra instruments only.

## **Students will:**

- Study solo and ensemble literature in the classical idiom
- Study Music Theory and Music Composition
- Sight Read music in treble and bass clefs
- Perform at least one solo composition each year.

*Students interested in participating in Instrumental Music, who are currently NOT a member of the Symphonic Band or Wind Ensemble should see or contact Mr. Tharp at James.Tharp@redclay.k12.de.us by March 24<sup>th</sup>. Students will be required to audition for selection. Auditions will take place near the end of the school year and placement will be determined by skill level and instrumental needs of the bands. Mr. Tharp will inform you of your actual placement after all auditions have been completed.*

## **0830 – Fundamentals of Music Theory**

**.50 Credit**

**\*\*\*\*Required Course for all 9<sup>th</sup> grade vocal and instrumental majors**

This is an introductory course that will cover theory topics for the beginner. Basic music theory principles will be discussed and utilized in this class. Students will learn the ins and outs of basic theory through sight-reading, ear training, dictation and class discussion.

## **0797 – Sight-Reading and Ear Training**

**.50 Credit**

**\*\*\*\*Required course for all 9<sup>th</sup> grade vocal and instrumental majors**

This course is an introduction to sight singing and ear training. Basic methods of reading music are presented and practiced. Students are also trained to recognize aurally and notate the basic elements of music: intervals, diatonic melodies, simple rhythms, chord qualities, and basic harmonic progressions. The content is designed to complement the Fundamentals of Music

*\*\*\*\*Fundamentals of Music Theory and Sight-Reading and Ear Training are required courses for all 9<sup>th</sup> grade vocal and instrumental majors. However, some students may wish to test out of this course if they have sufficient previous training. Mr. Tharp will contact each incoming freshman instrumental, vocal, string and piano major concerning the date and time of the test. Students who pass the test may bypass Fundamentals of Music Theory and Sight-Reading and Ear Training, and will be eligible to take Harmony I or another elective.*

## **0995 – Wind Ensemble**

**1 Credit**

The High School Wind Ensemble is the premier concert wind and percussion ensemble at Cab Calloway School of the Arts. The organization is composed of approximately 45 students. Members are selected by audition. The ensemble plays music of medium advanced-to-advanced difficulty. Emphasis is on advanced instrumental techniques and ensemble performance. This class meets all year. This organization gives two major concerts per year. Members are expected to participate in the annual spring trip. This course may be repeated for new credit each year.

**0817 – Symphonic Band****1 Credit**

The High School Symphonic Band is open to all wind and percussion students with the approval of the instructor. All students will be auditioned prior to assignment to this ensemble. The band performs at the medium-easy to medium difficulty. The emphasis is on the basic instrumental technique and ensemble performance. This organization performs at two major concerts per year. **Members are expected to participate in the annual spring trip.** This course may be repeated for new credit each year.

**0831 - Harmony I****1 Credit**

**Prerequisite: Fundamentals of Music Theory  
or teacher approval**

This course consists of the study of the theory and practice of elementary harmony. The subject matter ranges from fundamentals through diatonic harmony, dissonance treatments, elementary formal structures, melodic analysis and writing, secondary harmonies and elementary modulation. The students will initially study the fundamentals of music, which are prerequisite to the study of harmony: notation, scales, keys, time signatures and so forth.

At the conclusion of this course students will be expected to analyze harmony both horizontally and vertically, analyze form, harmonize melodies from figured bass notation, write original melodies over a given bass line and to compose original music using the rules of four-part harmony.

**0832 – Harmony II / Advanced Music Theory****1 Credit**

This course is a continuation of Harmony and Analysis I. Students will study extended harmonies. This course will also include arranging for small instrumental ensembles. Students will harmonize and analyze music using all the standard chords in major and minor keys. Students will show knowledge of conventional practice in four-part chorale composition.

**PIANO**

**Any non-major interested in taking Piano should email Ms. Badger at  
Margaret.Badger@redclay.k12.de.us in order to set-up a time to audition by March 24th.**

**1218 – Piano for Non-Majors I****1 Credit**

In this introductory class, students will learn the basics of how to play the piano and read music. This class is open to any student who wishes to learn the piano. Seating is limited to the number of pianos in the classroom.

**1219 - Piano for Non-Majors II****1 Credit**

This course is designed for students who have already taken Piano I for non-majors. They will continue to learn the basics of piano techniques through repertoire, and start to learn different scales and arpeggios for different key signatures.

**0825 – Piano I** **1 Credit**  
**0986 – Piano I** **.50 Credit**

This course is for students who are able to perform the skills assessment requirements for ninth grade piano. This includes one classical performance piece, one contemporary piece, and all major and harmonic minor scales, 2 octaves, ascending and descending, hands together, as well as the ability to sight read and work independently on learning new repertoire.

**0826 – Piano II** **1 Credit**  
**0987 – Piano II** **.50 Credit**  
**Prerequisite: Piano I or teacher approval**

This course requires mastery of Piano I material, demonstrable mastery of additional repertoire, and will encourage collaborative musicianship, as well as an expansion of musical styles.

**0827 – Piano III** **1 Credit**  
**0988 – Piano III** **.50 Credit**  
**Prerequisite: Piano II or teacher approval**

This course requires mastery of Piano II material, demonstrable mastery of additional repertoire, and will encourage collaborative musicianship, as well as an expansion of musical styles. Classical repertoire will be encouraged, along with the possibility of composition.

**0828 – Piano IV** **1 Credit**  
**0989 – Piano IV** **.50 Credit**  
**Prerequisite: Piano III or teacher approval**

This final course is designed for the piano major after successfully completing Piano III for majors. Students will be performing as soloists. Classical repertoire will be strongly encouraged, as well as the possibility of composition.

## **STRINGS**

**Any non-major interested in taking strings should email Ms. Ayers at [Bonnie.Ayers@redclay.k12.de.us](mailto:Bonnie.Ayers@redclay.k12.de.us) in order to set-up a time to audition by March 24th.**

**1312 - Strings Major I** **1 Credit**  
**1313 – Strings Major II** **1 Credit**  
**1314 – Strings Major III** **1 Credit**  
**1315 – Strings Major IV** **1 Credit**

Students enrolled as a String Major will study and advance in the following areas: musicianship, music theory, composition, improvisation, music history, ear training, and of course, technique and ability on the student's individual instrument. Repertoire will include, but not be limited to, orchestra music, individual solos, and chamber music. The curriculum for this course will address all aspects of the national and state standards in music education. Enrollment in the Tuesday night high school orchestra is recommended.



## 1206 - Steel Drum Class

1 Credit

**Prerequisite: Students must be able to read music (preferably in both treble and bass clefs). Priority will be given to students who already play an instrument or have been in steel band before.**

This class will teach students about the historical aspects of the steel drum: where it was created, why it was created, the political climate of the island of Trinidad at the time it was developed, and the major creators of the instrument. The students will also learn how a steel drum is constructed and tuned, and the placement of the notes on each instrument. Students will also be taught how to play in a steel drum band and will develop their musical/playing skills by music reading, rote playing, and improvisation.

## AFTER-SCHOOL PROGRAMS

### Marching Bands

#### 0996 – Competition Marching Band

.50 Credit

The field band is the organization that performs at marching band competitions, the half time of the football games, and in parades. This organization is open to instrumental and non-instrumental majors. A playing and marching audition determines entrance to this organization. This group is not limited in the number of possible members. **Attendance at band camp and rehearsals in August are mandatory.** Students electing marching band need to have a high degree of dedication, a desire to execute the marching drill at a high level, and must have music memorized for performance. The Field Band rehearses Monday, Wednesday, and Thursday after school (specific time to be arranged) and Saturdays prior to performances as the schedule allows.

#### 0821 – Band Front – (By Audition Only)

.50 Credit

This course consists of two groups: the flag corps who performs routines to the music that the band plays for the field show and parades; and the honor guard who carries the national and state colors and the band banner. This course is open to all students who will be selected by audition. The number positions are limited to 12 –16 in the flag corps and 5 – 7 in the honor guard. **Attendance at band camp is mandatory. Additionally, flag corps members must attend an approved band front camp.**

#### 0820 – Jazz Ensemble

1 Credit

This is a performing instrumental musical ensemble, which deals with jazz and its related form throughout various periods of time. **PREREQUISITE:** Be a member of the marching/concert band, unless you play guitar or piano. Then admission by audition and approval of the director are required.

#### 0822 – Red Clay High School Orchestra (Strings) 9-12

.50 Credit

High School and very advanced middle school string students may participate. The group meets Tuesday evenings from 7 to 8:30 p.m. It is open to string players – violin, viola, cello and bass. No audition is necessary.

**0823 – Chamber Orchestra 6 - 12**  
**For the most advanced strings players**  
**By audition only**

**.50 Credit**

Auditions are held the first week of September. The group meets Fridays from 2:45 to 4:15 p.m. and is limited to 20 students.

**0822 – Red Clay High School Orchestra (Strings) 9-12**

**.50 Credit**

High School and very advanced middle school string students may participate. The group meets Tuesday evenings from 7 to 8:30 p.m. It is open to string players – violin, viola, cello and bass. No audition is necessary.

**0823 – Chamber Orchestra 6 - 12**  
**For the most advanced strings players**  
**By audition only**

**.50 Credit**

Auditions are held in the beginning of September. The group meets Fridays from 2:45 to 4:15 p.m. and is limited to 20 students.

# THEATRE

The High School Theatre Arts program is a sequential course of study that allows students to become well rounded and focus on the areas of theatre that interest them the most. Students will start their theatrical career in Introduction to Acting and then they will have a variety of courses to choose from. Every year Introduction to Acting, Advanced Acting, Stage Combat, Technical Theatre and two elective courses will be offered. The two elective courses will rotate from year to year allowing the students a wide variety of choices.

*All non-majors must audition for a spot in this class. For the audition, you will need to prepare two contrasting monologues from published plays. All auditions must be completed by March 30<sup>th</sup>. You must see Mr. Moser (or e-mail him at [Brendan.Moser@redclay.k12.de.us](mailto:Brendan.Moser@redclay.k12.de.us)) to set up an audition time.*

The four elective choices are –

- Voice and Movement for the Actor (offered in 2017-2018)
- Play Analysis, Directing, Contemporary Theatre and Playwriting
- Character Development, Improvisation and Children's Theatre (**not** offered in 2017-2018)
- Modern and Contemporary American Theatre Scene Study (**not** offered in 2017-2018)

## 1220 - Introduction to Acting

1 Credit

**Prerequisite: Teacher approval**

This is an introductory course with emphasis on the fundamentals of acting. This class is for new theatre majors (freshmen or other incoming students) and students wishing to begin a double major. Students will explore many different acting techniques through monologues, scenes and acting exercises. This class will also focus on improvisation, teamwork, theatre history, scene and play analysis and theatre vocabulary and concepts.

## 1221 - Theatre Business, Auditioning Techniques and Theatre Production

1 Credit

**This course is NOT being offered for the 2017-2018 school year.**

**Prerequisite: Introduction to Acting**

First, students in this class will learn what it would be like to work in a community or professional theatre. They will also study all of the different members of a production team and study the day to day operation of a theatre. Next, they will learn skills and techniques for auditioning. Finally, they will audition for a play and produce a play. We will select a play in class, suited to the talents of the registered students and work on every aspect of production. Enrollment in the class does not guarantee an acting role; but every student will be involved in the production. Students must be available for after school rehearsals. In addition to what is mentioned above, students will continue to explore different acting techniques and develop their acting skills.

**1204 - Voice and Movement for the Actor**  
**Prerequisite: Introduction to Acting**

**1 Credit**

This course explores various voice and movement techniques for the stage. Students will study a variety of movement practices, techniques, and forms designed to enhance vocal and physical strength and flexibility. The course will begin with a yoga practice, partner stretches/ trust building exercises as well as visualization and mindfulness practices. Students will focus on the following skills and techniques: kinesthetic awareness, movement and sound storytelling, improving diction and articulation, increasing physical self-awareness and flexibility, learning about a variety of movement techniques used throughout theatre history, as well as exploring physical improvisational exercises.

**1222 - Play Analysis, Directing, Contemporary Theatre, and Playwriting**      **1 Credit**  
**Prerequisite: Introduction to Acting**

This course will introduce students to the art and skill of play analysis. They will learn the building blocks of dramatic structure and analyze how structure contributes to our understanding of a play. Students will then study directing and make choices about scripts, script analysis, casting, focus of scenes, and the mood, rhythm, pace and main ideas of a production. Students will also delve into the process of writing monologues, scenes and plays. They will write and revise several drafts of at least one one-act play for the stage.

In addition to what is mentioned above, students will continue to explore different acting techniques and develop their acting skills. During the acting portion of this class, students will study contemporary playwrights and perform contemporary pieces.

**0799 - Modern and Contemporary American Theatre Scene Study**      **1 Credit**  
**This class will NOT be offered for the 2017-2018 school year.**

Students in this course will examine major American texts from the beginning of the 20<sup>th</sup> century to the present. The plays that will be explored forced Americans to examine their everyday relationships with each other and the way they interacted with the world. This course will have engaging class discussions that will revolve around the social issues explored in the texts. Students will develop skills in performing in-depth scene and character analysis while performing scenes from the plays examined in the course. Students will learn to live in moment and immerse themselves into the world of their characters, by deepening their relationship to their environment, their past, other characters in the play and their wants and needs for the future.

**1223 Character Development, Improvisation and Children's Theatre**      **1 Credit**  
**Prerequisite: Introduction to Acting**  
**This class will NOT be offered for the 2017-2018 school year.**

Students in this course will study many different methods of character development and experiment with playing many different character roles. This course will also develop improvisation skills by developing listening skills, spontaneous playing and the art of being in the moment– this will include long-form improvisation and commedia dell' arte. Students will be introduced to purpose, scope and history of theatre experiences for children. They will also select and produce a children's theatre play in class. Enrolling in the class does not guarantee an acting role; but every student will be involved in the production. Students must be available for after school rehearsals. In addition to what is mentioned above, students will continue to explore different acting techniques and develop their acting skills.

**1225 - Advanced Acting****1 Credit****Prerequisite: Introduction to Acting****Audition required (see below) - Space is limited.**

**You must sign-up for an audition time outside of Mr. Moser's room 118 beginning Tuesday, February 21st 2017. Auditions for Advanced Acting will take place after school on Monday, March 27<sup>th</sup> 2017. For the audition you will need to prepare two contrasting monologues from published plays. If you audition for Advanced Acting and do not receive a spot in the class, you do not need to audition again to take another theatre class. Please see Mr. Moser (or e-mail him at [Brendan.Moser@redclay.k12.de.us](mailto:Brendan.Moser@redclay.k12.de.us)) to discuss which class would be the best fit for you.**

This course may be repeated for credit each year – but a new audition is required each year. This is an advanced acting class that will build off of the knowledge learned in Introduction to Acting. It is an intense course that is best suited for students that would like to pursue theatre as a part of their career. Students will fine tune their acting skills using a variety of acting techniques while working on scenes, monologues and one-acts. Students will also prepare for college auditions, learn audition techniques and study a variety of theatre genres.

**0790 – Stage Combat****1 Credit****Prerequisite: Teacher Approval**

***Stage Combat – If you are interested in taking Stage Combat as an elective next school year, then please plan to attend the mandatory interest meeting on Thursday, March 17th in the Theatre during Activity Period. This will give you an overview as to what the class will entail for the coming year. If you do not attend, or do not speak to Mr. Mikijanic privately, you will not be accepted into the class. Additionally, State Combat is **EXTREMELY** demanding, if you are not prepared to be physically committed to the rigor of the class, do not sign up to take it.***

Students will learn the basics of theatrical combat and violence. They will spend the year working in pairings and small groups to develop the skills necessary to perform staged violence in a safe and controlled manner, while still creating believable action on stage. This course will be physically and mentally taxing, requiring close physical contact, physical/mental toughness, and a strong working relationship with other students enrolled in the class. Areas of study will include: a basic history of weaponry and combatants, the design, operation, and maintenance of weaponry, theatrical movement and body awareness, combat fight skills for unarmed combat, knife combat, rapier/dagger combat, broadsword combat, quarterstaff combat, and unique/found weapon combat. Students will be assessed in their knowledge of these skills through dramatically performed scenes in which they will fight and act through combat scenes, written exams, and “choreography tests”. This class is an active and intensive class. If you are not able to commit 100% every single day, this class is not for you.

**0791 - Advanced Stage Combat****1 Credit****Prerequisite: Stage Combat 0790**

This course is an intensive course focusing on continuing training the student and other students in the compulsory techniques required for the Stage Combat Required Skills in unarmed, knife, quarterstaff, rapier & dagger and broadsword. Students will spend class assisting and learning from the instructor, as well as assisting the other students in the class with technique, choreography, and acting choices. They will act as a second or third pair of eyes to ensure proper techniques are used, an additional body in case of absence, a choreographer, and a student teacher. Although the primary focus of this course is the learning of techniques and choreography containing the compulsory techniques required for the students who have never taken the class, the class also focuses on developing partnering skills and expanding the artist's imagination and ability to use these skills to make their stage combat work more connected and truthful. Working in a studio format, students will explore character objectives and beat work within the fight, and are coached/rehearsed through their fight scenes. It is **REQUIRED** that any student wishing to take this class have taken, and **PASSED** the Stage Combat Course (0790). This cannot be taken congruently with 0790. Students will be chosen by the instructor based on technique aptitude, performance level (recommend pass vs pass), and over all attitude towards the craft.

**0814 – Introduction to Technical Theatre****1 Credit****0891 – Technical Theatre II****1 Credit****0892 – Technical Theatre III****1 Credit****0893 – Technical Theatre IV****1 Credit**

**Technical Theatre - If you are interested in taking Technical Theatre as an elective (majors need not attend), then please plan to attend the mandatory interest meeting in the Theatre on Tuesday, March 15th during Activity Period. This will give you an overview as to what the class will entail for the coming year. If you do not attend, or do not speak to Mr. Mikijanic privately, you will not be accepted into the class.**

These courses are designed for Theatre or Art Majors interested in aspects of set design and construction, lighting design, sound design, costume design, prop design, stage management, and the day-to-day operation and maintenance of a theater. The class will be mostly classroom based. Students will explore costuming, props, make-up, scenic design, stage management, sound design, and basic lighting design.

Students will be required to read scripts, research settings, create artistic two- and three-dimensional interpretations, and then create models that are based on their designs, construct sets and props for current productions, and working on the continuous upkeep of the theatre. Students will gain experience in the operation and design of computerized theater lighting, amplification of live performances, stage and theatrical management, and counterweight rigging systems. Students will need to be able to lift 40lbs comfortably and must be able to commit to working up to four (4) artistic events at CAB per marking period (depending on the level of Technical Theatre enrolled). **Students must be available after school for show rehearsals, technical meetings, and set building nights.**

# VISUAL ARTS

Through a variety of tools, techniques, and processes, students will develop problem-solving skills to better understand the interplay of different media, styles, and design principles in the creation of Art. Visual literacy, *the ability to observe and interpret an awareness and appreciation of design*, will be stressed. Historical references, related to works in progress and career opportunities in the field of art, will be explored so that upon completion students are college and career ready. Students are required to supply some basic art supplies based on the degree and mediums covered in each course. The art program is sequential and designed as follows:

## SEQUENCE OF CURRICULUM

### GRADE 9:

Visual Arts Foundation I  
Art History

### GRADE 10:

Visual Arts Foundation II  
Digital Media I

### GRADE 11:

#### Select 2 Electives:

2-D Design  
Drawing and Mark-Making  
3-Dimensional Design

#### THESE COMMUNICATION ARTS ELECTIVES ARE AVAILABLE BASED ON SPACE & WITH INSTRUCTOR APPROVAL:

Videography & Cinema Studies  
Digital Media II

#### OR

#### W/ INSTRUCTOR APPROVAL:

AP STUDIO ART: Drawing, 2-D Design, or 3-D Design  
AP ART HISTORY

### GRADE 12

#### W/ INSTRUCTOR APPROVAL:

AP STUDIO ART: Drawing, 2-D Design, or 3-D Design  
AP ART HISTORY

#### OR

#### Select 2 Electives:

Advanced 2-D Design  
Advanced Drawing and Mark-Making (Drawing 2)  
Advanced 3-D Design

#### THESE COMMUNICATION ARTS ELECTIVES ARE AVAILABLE BASED ON SPACE & WITH INSTRUCTOR APPROVAL:

Videography & Cinema Studies Digital Media II or III

**Students interested in taking an art class who did not assess for Visual Arts must submit an eight piece portfolio to Ms. DeGregory by March 21st to enroll in any visual art course. The portfolio can be composed on drawing paper or in a visual journal. Portfolio requirements can be found on the CCSA website at <http://www.cabcallowayschool.org>. Click on "*Admissions*," next click on "**High School Assessment/Rubrics**." For students who previously assessed for HS Visual Arts, but are pursuing another major, please meet with Ms. DeGregory to confirm a passing assessment score and discuss course options. Students who meet requirements will have their names and course selections forwarded to their school counselor. Contact Mrs. DeGregory at [Toniann.DeGregory@redclay.k12.de.us](mailto:Toniann.DeGregory@redclay.k12.de.us) with any questions.**

**0871 – Visual Arts Foundation I**

**1 Credit**

**(Open to students in grades 9-12, see above for more details)**

Students are introduced to fundamental processes of designing and creating artworks that are well crafted, creative, expressive, and communicate meaning. Students will learn and apply key vocabulary and terminology needed to critically analyze, reflect and discuss works of art. Composition skills, rendering and mark-making skills and color theory will be learned with a focus on visual translation of the physical world both two-dimensionally and three-dimensionally. Upon completion of the course students will adopt the *Studio Habits of Mind* gaining the ability to use and maintain supplies, materials and mediums appropriately and respect the space, the teachers and their classmates.

**0269 - Art History**

**1 Credit**

**(Required course for Visual Art majors)**

This course presents an overview of the visual arts within the context of their historical time periods. Students will learn how to analyze two-dimensional and three-dimensional works based on esthetic, cultural, conceptual and functional qualities. This course will provide a foundation that will prepare students for future study in Art History at college.

**0851 - Digital Media and Imaging I – Grades 9-12**

**1 Credit**

**May be taken 2<sup>nd</sup> year or simultaneously with Foundations of Visual Arts I**

State of the art Digital Media & Imaging equipment, software and skills are what you will find to enhance your knowledge and technical skills as you prepare for college and career readiness. Students entering the first level course will explore, identify and understand the significance of creating an image using industry standard digital media & imaging tools, software, and skills. The historical significance of capturing images and the impact on our society, as well as the artistic value and the aesthetics will be complemented by the technical skill set gained in successful completion of this course. Students will explore, identify, and understand the use of the elements of composition, the principles of design, professional ethics and the tools to create an image. Cameras, computers, editing and web design software such as the Adobe Creative Suite will be used in a project-based setting to enhance your artistic talents and develop your technical skill set. You will have the opportunity to develop leadership skills, apply your technical skills and develop personal growth while participating in the Technology Student Association – TSA



**0872 – Visual Arts Foundation II****1 Credit****Prerequisite: Visual Arts Foundation I; Open to grades 10<sup>th</sup>-12<sup>th</sup>**

This course involves further development and expansion of skills acquired in Visual Arts Foundation I. Design principles are used to solve complex visual problems through experimentation. Technical skills are refined, and students are challenged to render two-dimensional and three-dimensional objects with authentic and expressive qualities. The human form is studied from gestural and anatomical perspectives. Traditional mediums are utilized and alternative mediums are introduced to enable students to expand the personal perspective and voice. Upon completion of the course the *Studio Habits of Mind* will be engrained upon the students regarding use and maintain supplies, materials and mediums appropriately and respect the space, the teachers and their classmates.

**1116 – 2-D Design****1 Credit****Prerequisite: Visual Arts Foundation II****1117 – 2-D Design Advanced****1 Credit****Prerequisite: 2-D Design**

This course will expand upon the fundamentals of pictorial design learned in Visual Arts Foundation I & II. In a sequence of hands-on exercises and projects, students are challenged to perfect the concept of the picture plane, figure/ground relationships, scale and proportional transformation, patterning, composition, value, color, methods for conveying time, and spatial illusion. Using a wide variety of traditional and nontraditional materials and methods, students are encouraged to develop their own design (visual) vocabulary and repertoire of practical techniques. The course emphasizes content issues and the historical and cultural context in which works of art are produced. Regular slide lectures and critiques are structured informally to encourage dialog and to provide the student with an opportunity to translate visual evidence into words. This course will prepare the students for Advanced Placement Studio Art as well as provide students with the visual and text-based language to develop and communicate self-expression and awareness.

**0852 - Digital Media & Imaging II – Grades 10-12****1 Credit****Prerequisite – Digital Media & Imaging 1**

This course allows students to demonstrate and apply their understanding of digital media & imaging technology in a web based curriculum. The students will continue to develop their skills that they have acquired from Digital Media and Imaging I. They will demonstrate and apply the technical skills in the use of tools, materials, and design processes to produce products as they continue to the advanced levels of the digital media & imaging through building various websites. Students will demonstrate and apply the skills developed in the use of the principles of design, professional ethics, the elements of composition and the tools to many different types of Digital Media. Real world hands-on problem solving experiences involve using the design process to create a more evolved image to convey a specific message. Students enrolled in this class will participate in appropriate grade level cross-curricular learning opportunities, demonstrating techniques in designing and problem-solving. Involvement in the Technology Student Association - TSA will provide the opportunity to develop leadership skills, apply your technical skills and develop personal growth to become college and career ready.

**1118 - 3-D Design****1 Credit**

**Prerequisite: Visual Arts Foundation I OR any high school student who took 3-D while in middle school; Open to grades 10<sup>th</sup>-12<sup>th</sup>; BASED ON AVAILABLE SPACE and teacher approval (Mrs. Ostafy in Room 227)**

This course will introduce the basics for creating three-dimensional works including processes of designing and material selection and construction. Visual vocabulary and terminology will be developed to enhance the students' ability to analyze form and space relationships, and to critical analyze works created by professionals, peers and self. Students will express ideas and communicate concepts through experimentation with a variety of techniques, mediums and processes used to create three-dimensional works of art.

**1119 – 3-D Design Advanced****1 Credit**

**Prerequisite: 3-D Design**

Designed for students who have successfully completed 3-D Design, and wish to further explore the world of sculpture. Students will incorporate techniques and processes to design and construct works that are expressive and sophisticated. Demonstrations of various techniques used to produce 3D works will be included, as well as slide presentations of artworks from many disciplines. Students will be encouraged to critically examine how emerging technologies alter the landscape of making art. It is strongly encouraged to take this course prior to or in conjunction with 3-D AP Studio Art.

NOTE: Basic materials will be supplied; the student must purchase all other materials.

**0857 – Drawing and Mark-Making****1 Credit**

**Prerequisite: Visual Arts Foundation II**

**0858 - Drawing 2 and Mark-Making****1 Credit**

**Prerequisite: Drawing and Mark Making**

This course will expand upon the fundamentals of pictorial design learned in Visual Arts Foundation I & II. In a sequence of hands-on exercises and projects, through mark-making students are challenged to design and execute original creative compositions. Using a wide variety of traditional and non-traditional materials, methods and mark-making tools, students are encouraged to develop their own visual vocabulary and repertoire of practical personal approaches to mediums, techniques and thematic content. The course emphasizes content issues and the historical and cultural context in which works of art are produced. Regular slide lectures and critiques are structured informally to encourage dialog and to provide the student with an opportunity to translate visual evidence into words. This course will prepare the students for Advanced Placement Studio Art as well as provide students with the visual and teasel language to develop and communicate self-expression and awareness.

## 0803 – Videography and Cinema Studies

1 Credit

**Cinema Studies – Students interested in taking Cinema Studies next year must complete an interest survey by March 24<sup>th</sup>. You can find the survey at: <http://goo.gl/cULrhO>**

**Videography:** While learning the fundamental operation of a video camera and basic production techniques, the students will explore the art of communicating through video, featured use of the 7 Visual Components. Basic lighting, shot selection and angles, editing, scriptwriting, and storyboarding will be studied and applied to produce a variety of short video pieces as well as a (Class participation permitting) “Class Film”. In the class film, students will be able to pick from a wide variety of jobs and add to their various set of skills. Some of the jobs may be sound engineer, motion graphic artist, director, assistant director etc.

**Cinema Studies:** An appreciation of the art of cinema film-making will be developed through exposure to film criticism, script writing and interpretation, and understanding the roles of individuals in the film industry. Students will gain experience in critique of film and critique by learning what makes a “Good film or movie” good. It will also show students what other directors and filmmakers have done in the past to communicate an interesting story within the frame.

## 0250 - AP Art History – Grades 11 - 12

1 Credit

**Required: "B" average in Honors level social studies coursework and teacher recommendation. Students registered for this class are required to complete summer work, as well as take the Advanced Placement examination in the spring and are responsible for Advanced Placement fees.**

This course teaches students to understand works of art within their historical context by examining such issues as politics, religion, patronage, gender, function, and ethnicity. Students also practice formal visual analysis of works of art. The course begins with the prehistoric and ends with the contemporary, covering art from various non-western cultures along the way. The study of art history aids students in making connections between the various disciplines, enhancing their understanding of politics, literature, philosophy, science, religion, culture, and traditions. Writing is a major component of the AP Exam, and practicing effective written communication is a focus of this course. **Students in this class, as well as their parents are required to sign an AP Contract of Understanding in regards to expectations of the course and mandatory AP exam fees.**

## 0874 -Advance Placement Studio Art Portfolio:

(2 credits meets every day)

**Drawing, 2-D Design, or 3-D Design**

**Prerequisite: Visual Arts Foundation I & II,**

**two art electives and teacher approval (Mrs. DeGregory)**

**Approximate cost of the Regional Scholastic Portfolio & AP Review: \$110**

AP Studio Art Drawing, 2-D Design or 3-D Design is to prepare advanced visual art students for college-ready study in the arts and humanities. During the course of the year, students will prepare individual portfolios each containing twenty-four (24) original artworks, which show: the **Breadth** of their studio experience **twelve (12) works**; a **Concentration** of **twelve (12) more sequential**, related works; and **5 Quality** works that excel in concept & execution. These works must also demonstrate mastery of the Elements & Principles of design when creating compositions. **Students in this class, as well as their parents are required to sign an AP Contract of Understanding in regards to expectations of the course and mandatory AP exam fees.**

## VOCAL MUSIC

Note to Non-Majors: Students must pass the Cab Vocal Assessment in order to be eligible to take vocal classes (visit the Cab website to view assessment requirements). Students need to sing a classical song (please bring sheet music) and a Broadway song (with sheet music). Students will also be tested on their sight-singing abilities, sing a melody taught by the instructor while a counter melody is sung, reproduce pitches played by instructor and identify pitches on both treble and bass staves. A letter of recommendation from a former music teacher or private instructor is also required. Please contact Ms. Eldreth at Marjorie.Eldreth@redclay.k12.de.us to set-up an assessment time **BEFORE March 24<sup>th</sup>**.

### **0830 – Fundamentals of Music Theory .50 Credit** **\*\*\*Required course for all 9<sup>th</sup> grade vocal and instrumental music majors**

This is an introductory course that will cover theory topics for the beginner. Basic music theory principles will be discussed and utilized in this class. Students will learn the ins and outs of basic theory through sight-reading, ear training, dictation and class discussion. **Freshman voice, instrumental, including piano and strings, are required to take this section.**

### **0797 – Sight-Reading and Ear Training .50 Credit** **\*\*\*Required course for all 9<sup>th</sup> grade vocal and instrumental music majors**

This course is an introduction to sight singing and ear training. Basic methods of reading music are presented and practiced. Students are also trained to recognize aurally and notate the basic elements of music: intervals, diatonic melodies, simple rhythms, chord qualities, and basic harmonic progressions. The content is designed to complement the Fundamentals of Music Theory course.

*\*\*\*\*Fundamentals of Music Theory and Sight-Reading and Ear Training are required courses for all 9<sup>th</sup> grade vocal and instrumental majors. However, some students may wish to test out of this course if they have sufficient previous training. Mr. Tharp will contact each incoming freshman instrumental, vocal, string and piano major concerning the date and time of the test. Students who pass the test may bypass Fundamentals of Music Theory and Sight-Reading and Ear Training, and will be eligible to take Harmony I or another elective.*

### **0834 - Vocal Music Major I 1 Credit**

An introductory class for vocal students that will cover proper singing techniques for both solo and ensemble performances. Emphasis will be placed on diction, phrasing, vowel placement, and proper tonal production. Students will learn to sing in several different languages that might include: Italian, French, German, Latin, and African. This class will combine with the other vocal classes to form a chorus for concerts and other events throughout the year. Sight-singing, rhythmic accuracy, and musical terms will also be taught in this course.

### **0835 – Vocal Music Major II 1 Credit** **Prerequisite: Vocal Music I or teacher approval**

This class is for students that have advanced out of Vocal Music I. Proper singing techniques will be stressed, but in more depth. Every technique that is covered in Vocal Music I will be applied to this class with different (and more difficult) repertoire.

**0836 – Vocal Music Major III****1 Credit****Prerequisite: Vocal Music II or teacher approval]**

This class for students that have advanced out of Vocal Music I and II (or have tested out of them). As the other Vocal Music classes, students will continue to develop their singing and music reading techniques, but will be expected to master a higher level of difficulty.

**0994 – Vocal Music Major IV****1 Credit****Prerequisite: Vocal Music III or teacher approval**

This course is for the most advanced singers. They must have completed Vocal Music I, II & III (or have tested out of them). Emphasis will not only be placed on proper singing technique and good sight-singing skills, but will cover the topics of key signatures, music theory, and analysis.

**0847 – Musical Theater****1 Credit****Only open to 11<sup>th</sup> and 12<sup>th</sup> grade students**

Be prepared to sing sixteen bars of a Broadway song, read a monologue that is provided at the time of the audition (a cold reading), and learn a short dance. This class will cover all aspects of musical theater including: singing, acting and movement. Students will study Broadway musicals and styles and will perform as an ensemble for outside performances. **Auditions will take place after school on 3/21 and 3/22.** Sign-up sheets are available outside of Mrs. Eldreth's room.

**0848 – Jazz Choir (JazzChords of Calloway)****1 Credit**

This high school jazz choir is a performance group for better singers who desire a more intense small group choral experience. Previous experience singing in a choir is required but previous jazz experience is not. The choir has about twenty performances a year and students are graded in part on their ability to perform at a significant number of these events. The choir also needs a rhythm section of bass, piano, drums and guitar.

Auditions for the 2017-18 JazzChords of Calloway is as follows: students will need to select from a list of karaoke tracks on YouTube. They will record yourself singing in two different styles and send those tracks to martin.lassman@redclay.k12.de.us. Singers only need to sing a verse-chorus-verse; not the whole song. **The audio or movie clips are due by March 24<sup>th</sup>.** See Mr. Lassman in Room 226 or email him at Martin.Lassman@redclay.k12.de.us for a list of suitable Karaoke tracks on YouTube.

**1205 - Fundamentals of the Music Business****1 Credit**

An introduction to the music business focusing on historical and current trends of the music industry, recording artist contracts, contracts with minors, independent record production, labor agreements, foreign distribution agreements, sound recordings, mechanical licensing, US Copyright Law, performing rights organizations, public domain, royalties, music for the theater and names & trademarks.

**0831 – Harmony I****1 Credit****Prerequisite: Fundamentals of Music Theory or have teacher approval**

This course consists of the study of the theory and practice of elementary harmony. The subject matter ranges from fundamentals through diatonic harmony, dissonance treatments, elementary formal structures, melodic analysis and writing, secondary harmonies and elementary modulation. The students will initially study the fundamentals of music, which are prerequisite to the study of harmony: notation, scales, keys, time signatures and so forth. At the conclusion of this course students will be expected to analyze harmony both horizontally and vertically, analyze form, harmonize melodies from figured bass notation, write original melodies over a given bass line and to compose original music using the rules of four-part harmony.

**0832 –Harmony 2 / Advanced Music Theory****1 Credit**

This course is a continuation of Harmony and Analysis I. Students will study extended harmonies. This course will also include arranging for small instrumental ensembles. Students will harmonize and analyze music using all the standard chords in major and minor keys. Students will show knowledge of conventional practice in four-part chorale composition.

## DRIVER EDUCATION / SAT PREP

Driver Education is a co-educational course designed to teach basic fundamental maneuvers of driving. Students taking Drivers Education must be in tenth grade. No ninth grade students are permitted to take this course. Also, a student must be pursuing a regular course of study or its equivalent as approved by the Department of Education, and must be passing at least five (5) credits. Two of those credits must be separate areas of English, mathematics, science, or social studies.

A student forfeits or regains his/her academic eligibility on the day report cards are issued. Ineligible students have the subsequent marking period to bring their grades into academic eligibility.

### 0721 - Driver Education - One quarter

**.25 Credit**

**Classroom Phase:** State requires a minimum of thirty (30) clock hours in the classroom.

**Behind-the-Wheel Phase:** State requires seven (7) clock hours of behind the wheel training and observation.

Any student receiving a blue certificate falls under the **Graduated Driver's License** procedure:

1. For the first six (6) months after issuance, the permit holder may only drive with a supervisor who is at least 25 years old and has held a Delaware license for at least five years.
2. For the second six (6) months, the permit holder may drive **unsupervised** between the hours of 6:00 a.m. and 10:00 p.m.; **supervised** between the hours of 10:00 p.m. and 6:00 a.m.
3. A student may apply for a Class D license if he/she is at least 17 years and meets the following requirements:
  - A). Held a Level 1 permit for at least 12 months, and
  - B). Have an application signed by his/her parent, guardian, or sponsor.
  - C). The applicant's driving privileges are not suspended, revoked, or cancelled.

## SAT PREP CLASS

### 0196 – SAT Prep – 10<sup>th</sup> Grade Only

**.25 Credit**

At the conclusion of Driver's Education all sophomores will participate in a 9-week SAT Prep Class utilizing Khan Academy. Khan Academy provides interactive practice with thousands of practice questions, video lessons, and hints. Along with 6 official full-length practice tests, plus study and test-taking tips

## ENGLISH DEPARTMENT

The high school English Department offers a four-year sequence of instruction based on the following language arts goals:

- 1). To acquire, interpret, and evaluate information through purposeful listening
- 2). To use oral language effectively to interact with different audiences for various purposes
- 3). To use reading skills to comprehend printed material
- 4). To compose and adapt writing to different purposes, audiences, and communication forms while using mechanics and rhetorical conventions appropriately to assure accuracy and clarity
- 5). To develop and use appropriate critical-thinking strategies
- 6). To recognize that language is expressed in many ways, in varieties of dialects, modes, styles, usage levels, associations, and points of view
- 7). To respond in subjective, analytic, and evaluative approaches to literature and other art forms, which reflect cultural values and ideas

### **0112 - English 9 CP**

**1 Credit**

Ninth grade ELA focuses on teaching students how to read informational and literary texts and offers foundations of English in the various forms of literature (i.e. short story, novel, poetry, drama) and in literary elements (i.e. plot, structure, and figurative language). Students learn to write a textual analysis, an argument, a personal narrative, a speech and poetry as performance tasks for different units. Each day students warm up with activities that focus on vocabulary, spelling or grammar. Students work in the media center to practice the various methods for gathering basic research on a specific topic in both print and electronic texts. The course also emphasizes learning and introduces writing skills development using a specific writing process, stressing both formal and creative writing.

### **0111 - Honors English - 9**

**1 Credit**

**Prerequisite: 8<sup>th</sup> Grade English (“A” average recommended)  
Teacher Recommendation**

### **0122 - English 10 CP - Writing through Literature and the Arts**

**1 Credit**

**Prerequisite: English 9**

This course is designed to specialize in the Writing Process: brainstorming, outlining, drafting, proofreading, conferencing, and publication. Students will write responses to given prompts in order to expose them to a variety of writing parameters, including timed writings. In some cases, the writing will be based on the literature currently being studied; in other cases, creative and standardized written English will be stressed, allowing for varied individual responses. Students will be doing basic independent research. Reading for comprehension is stressed and vocabulary is patterned to prepare students for SATs and other types of entrance examinations, as well as reading comprehension of literature assignments. Literary genre and vocabulary related to literature is emphasized. Learning styles, study skills, and time management are incorporated into the instruction and preparation.



**0121 - Honors English - 10** **1 Credit**  
**Prerequisite: "A" or "B" average in English 9**  
**Teacher Recommendation**

**0132 - English 11 CP - American Literature** **1 Credit**  
**Prerequisite: English 10**

This course is a comprehensive study in American Literature. Genre is emphasized, as well as, a mosaic study of contributing authors. Also included are: critical thinking skills, effective composition and essay writing techniques, as well as, research techniques.

**0131 - Honors English - 11** **1 Credit**  
**Prerequisite: "A" or "B" average in English 10**  
**Teacher Recommendation**

**0130 – AP Language and Composition - 11** **1 Credit**  
**Prerequisite: Current average of 90% or higher in English 10 Honors,**  
**as well as an "A" average on writing assignments**  
**Teacher Recommendation**

This course will engage students in becoming skilled readers of prose written in numerous periods, disciplines and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students will work with three basic modes of discourse- analysis, argument and synthesis and on different subjects from personal experiences to popular culture. Students will rework ideas, reconsider strategies and revise their work as they write essays. This course stresses annotating texts and learning critical reading skills. Students will utilize sources including autobiographies, diaries, critiques, essays, journals and political writing. The AP Language and Composition course assumes that students already understand and use standard English grammar very well. The intense concentration on how to manipulate language should enhance their ability to use grammatical and stylistic elements. **Students in this class, as well as their parents, are required to sign an AP Contract of Understanding in regards to expectations of the course and mandatory AP exam fees.**

**0141 English 12 Honors** **1 Credit**  
**Recommended: "B" average in 11th grade Honors, "A" average in College Prep**

Students enrolled in the 12th Grade Honors English course will read literary and informational texts organized by engaging themes, including justice, gender roles, and social protest. The new Collections series emphasizes an integration of multimedia and written text to allow students to synthesize their own ideas on modern topics. Students will write a well-researched term paper and learn how to revise their writing with several argumentative essays. The class will read Shakespeare's *Hamlet*.

**0142 - English 12 CP** **1 Credit**

Students enrolled in 12th Grade College Prep English course will read literary and informational texts organized by engaging themes, including justice, gender roles, and social protest. The new Collections series emphasizes an integration of multimedia and written text to allow students to synthesize their own ideas on modern topics. Students will demonstrate research skills and read Shakespeare's *Hamlet*.

**0140 – AP English – 12 – Literature & Composition****1 Credit****Prerequisite: “A” average in English 11 Honors or AP Language and Composition, teacher’s approval and AP Potential ratings determined by PSAT scores****\*Completion of a senior research paper is required.**

The purpose of this course is to prepare students for the Advanced Placement English examination in Literature and Composition. Literary analysis will include all genres with emphasis on works by major American and British authors from the Sixteenth Century to the present. Students will be required to complete summer reading. **Students in this class, as well as their parents, are required to sign an AP Contract of Understanding in regards to expectations of the course and mandatory AP exam fees.**

**0171 – Creative Writing I****1 Credit**

This introduction to writing class is designed to allow the students to explore the many different genres of writing: fiction, nonfiction, poetry, prose, mystery, and romance. We begin each unit with a mini lesson that gives us the opportunity to study the different aspects of creative writing in great detail. We will begin with characterization, plot, and theme, and from there we will move on to developing a story into a mini novel. This class is designed to give the students an opportunity to express themselves through the art of creative writing. We will experiment with many different techniques; allowing our pens and pencils to take us to faraway places and exciting adventures. Each class begins with a 15 minute journal entry, and we often share what we have written. Sharing our written work is a large part of our curriculum in Creative Writing.

**0172 – Creative Writing II****1 Credit**

This course will serve to build upon the basics that students covered in Introduction to Creative Writing by focusing on the relationship between the author and the audience. The first half of the year will be dedicated to the art of storytelling across genres. Students will sharpen their skills in regards to conflict, character, description, and dialogue while creating original pieces that showcase their individual talents. The second half of the year will focus on aspects of nonfiction writing. Students will expand their writing abilities by creating works for our school newspaper. During this portion of the course we will cover multiple journalistic elements including article and review writing, interviewing a subject, and satire in opinion pieces.

**0175 – Creative Writing III****1 Credit****Prerequisite: Introduction to Creative Writing or Foundations of Storytelling**

Through intense writing, critiquing, and personal reflection, students will create works of poetry, fiction, and nonfiction. Students continue the processes begun in Creative Writing I by working to develop their professional voice and style. Students will also study the works of contemporary writers in order to gain a deeper understanding of the writing process. The course will focus on the development of writing by focusing using a professional workshop style for editing. Students will gain a deeper understanding of the publication process contributing to the school literary magazine and submitting works to other literary venues.

This course consists of expository and argumentative composition through analysis of selected readings. E-110 is required of every University of Delaware student regardless of any AP credits they might earn. In this case, the content is integrated into an Honors English 12 course or made available to any interested 12th grade CP student with a B+/A- average. The current cost to the student is \$640.00 (subject to change) for the 3 credits. This represents a **40% discount** to Delaware residents who choose to take advantage of this opportunity.

**This class has a maximum enrollment of 22 students.** Registration for this class opens in March 2017. The ENTIRE course fee **must** be paid **by April 28, 2107**. Please make a check payable to Cab Calloway School of the Arts. If you cannot pay the full tuition by April 28<sup>th</sup>, you **MUST** submit a deposit of \$100 by April 28<sup>th</sup>, with the entire balance due by May 31st. Students have until **September 15<sup>th</sup> to drop the course if it proves to be too challenging. If a student drops on or before September 15<sup>th</sup>, the fee will be refundable.**

## MATHEMATICS DEPARTMENT

Students must have three (4) credits of mathematics to meet the Red Clay Consolidated School District's Graduation Requirements starting with Algebra I.

### Mathematics Department Policies

- A. Eighth graders who are taking Algebra I must meet the district requirement on the final examination, as well as earn a final grade of "A" or "B" to move directly into Geometry and to receive high school credit for the course.
- B. Only the courses listed under the Cab Calloway options will yield credit towards graduation requirements. Remedial mathematics courses may allow students to earn elective credits, but not required mathematics credits. These include courses taken before Algebra I.
- C. Algebra 2 must be taken while in school, it is a State of Delaware graduation requirement.
- D. Students must earn four credits in mathematics to graduate, with one of the four credits earned in senior year.

Each incoming 9th grade student will be placed in the appropriate math program best suited to his or her capabilities, performance and goals, based on 8th grade course work, teacher recommendation and standardized test results. **Incoming 9<sup>th</sup> graders with an Algebra I credit (B or better) will be placed in the appropriate Geometry course. Incoming 9<sup>th</sup> graders without an Algebra 1 credit will be placed in Algebra 1 according to the above criteria.**

GRADE		COLLEGE PREP (CP)		HONORS (H)		ADVANCED
9		Algebra 1(CP)	Geometry(CP)	Algebra 1(H)	Geometry(H)	Algebra 2 (H)
10		Geometry(CP)	Algebra 2(CP)	Geometry(H)	Algebra 2(H)	Pre-Calculus(H)
11		Algebra 2(CP)	Pre-Calculus(CP)	Algebra 2(H)	Pre-Calculus(H)	Calculus (H) AP Calculus AB and/or AP Statistics
12		Pre-Calculus(CP) or Statistics (CP)	Statistics (CP) or Statistics (Honors)	Pre-Calculus(H) Or AP Statistics	Calculus (H) AP Calculus AB and/or AP Statistics	AP Calculus AB AP Calculus BC and/or AP Statistics

\*\*\*\*Teacher recommendation required for all Advanced Placement classes

**0312 - Algebra I CP - Grade 9****1 Credit****Prerequisite: Passing in 8<sup>th</sup> grade math or teacher recommendation.**

The goal of this course is to have students develop the ability to analyze and solve problems and to provide a sound foundation for the study of more advanced topics in mathematics. The topics covered in this course include sets, equations, inequalities, formulas, graphs, factoring, rational expressions, radicals and the quadratic formula. Problems requiring comprehension as well as computational skills are emphasized. Students will need a graphing calculator for this course.

**0311 – Algebra I Honors – Grade 9****1 Credit****Prerequisite: “B” or better in 8<sup>th</sup> grade or teacher recommendation.**

This honors level course is a fast paced course designed for highly motivated students. Lessons studied will emphasize representing qualities with variables, writing equations and inequalities, exploring polynomial equations and their applications, graphing in a coordinate plane, exploring the slope of a line, system of equations and problem solving. Students will need a graphing calculator for this course.

**0322 - Geometry CP - Grades 9 - 12****1 Credit****Prerequisite: “C” or better in Algebra I or teacher recommendation**

Geometry consists of the study of definitions, postulates, and theorems; and the part they play in the development of formal deductive proofs, conditions of congruence and similarity of triangles, special properties, and relationships of various geometric figures. Some work in basic algebra (solving equations) is required as well.

**0321 – Geometry Honors – Grades 9 – 12****1 Credit****Prerequisite: “B” or better in Algebra I or teacher recommendation**

This honors level course is a detailed, fast paced, rigorous study of parallel lines, congruent triangles, similarity, right triangles, circles, areas, and volumes. A special emphasis is placed on application of right triangles, trigonometry, and coordinate geometry. Formal proofs, coordinate geometry proofs, and constructions are required.

**0332 - Algebra II CP - Grades 9 -12****1 Credit****Prerequisite: “C” or better in Geometry or teacher recommendation.**

In Algebra II, emphasis is placed on the logical structure of Algebra and the interrelationships of various mathematical concepts. The course begins with a thorough treatment of the structure of the number system and proceeds to the treatment of powers, roots, factoring, and the fundamental operations with polynomials and rational expressions. The concepts of function and relation are developed with special emphasis placed on quadratic functions. The extension of the real number system to the complex system, and the study of logarithmic functions and their properties is also included. Students will need a graphing calculator for this class.

**0331 – Algebra II Honors – Grades 9 – 12****1 Credit****Prerequisite: “B” or better in Geometry or teacher recommendation**

This honors level course is designed for the highly motivated student who will pursue the study of mathematics through Calculus. The course reviews and extends the understanding and application of the number system to elementary algebra, formulas, equations, graphs, radicals, exponents, complex numbers, logarithms, and serves as an introduction to analytic geometry. Also, some trigonometry is introduced during the latter part of the school year, if time permits. Students will need a graphing calculator for this class.

**0371 – Probability and Statistics Honors – Grades 11 - 12****1 Credit****Prerequisite: “C” or Better in Algebra II**

This course will show students how math is used in everyday life and include exploration and organization of data distributions, averages and variation, normal distribution, probability and sampling distributions, inferences drawn from data, estimation, the probability of certain events, combinations, permutations, and work with probability trees. **STUDENTS WILL NEED A GRAPHING CALCULATOR FOR THIS COURSE, PREFERABLY A TI-83 OR TI-84 PLUS SILVER EDITION. Students will receive honors credit for taking this course.**

**0374 – Probability and Statistics CP – Grades 11 – 12****1 Credit**

This course is another option for students, fulfilling their 4<sup>th</sup> year math credit requirement and will provide an introduction to statistics. Topics will include Descriptive Statistics (the collection and organization of data) and Inferential Statistics (using data to make decisions about real-life situations). This course will include the following key topics: collecting and organizing data, describing and analyzing data, randomness in data, and inferences from data.

**0341 - Pre-Calculus Honors - Grades 10 - 12****1 Credit****Prerequisite: “B” or better in Algebra II and Geometry****Students may take a test if they wish to skip pre-calculus. Students who receive a “B” or better on the test may take Calculus, but will not receive credit for the Pre-Calculus course.**

This course is designed to prepare students for Calculus and AP Calculus. It has two parts. The first includes an extensive development of algebraic, exponential and logarithmic functions; their graphs and applications; solving a variety of types of equations and inequalities; and an examination of polynomial and rational functions. The second includes concepts in trigonometry, including the properties of trigonometric functions and their graphs, trigonometric identities, solving trigonometric equations, and applications. **A TI-83 Plus or TI-84 Plus Silver Edition is required for the course.**

**0342 – Pre-Calculus CP – Grades 10 - 12****1 Credit****Prerequisite: “C” or better in Algebra II and Geometry****Students may take a test if they wish to skip pre-calculus. Students who receive a “B” or better on the test may take Calculus, but will not receive credit for the Pre-Calculus course**

This course covers the same topics as Pre-Calculus Honors, however, not at the same level of depth. **A TI-83 Plus or TI-84 Plus is required for the course.**

**0381 - Calculus Honors– Grades 11 & 12****1 Credit****Prerequisite: “A” or “B” in Pre-Calculus and teacher approval**

This course introduces the basic element of calculus-including such topics as basic differential calculus of polynomial, rational functions and basic integration. Other topics presented are related rate problems, maxima and minima problems, and the application of the derivative to graphing. A thorough discussion of the concept of limit is also included. **Students will need a graphing calculator for this course, preferably a TI-83 or TI-84 Plus Silver Edition. Students will receive Honors credit for taking this course.**

**0370 - Advanced Placement Statistics – Grades 10 - 12****1 Credit****Prerequisite: “A” or “B” in Algebra II Honors****Requirement: Teacher approval**

The purpose of this AP course in Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. Students who successfully complete this course and examination may receive college credit for a one-credit introductory college statistics course. **STUDENTS WILL NEED A TI-83 or TI-84 Plus Silver Edition GRAPHING CALCULATOR FOR THIS COURSE!! Students in this class, as well as their parents are required to sign an AP Contract of Understanding in regards to expectations of the course and mandatory AP exam fees.**

**0380 – Advanced Placement Calculus AB****1 Credit****Prerequisite: “A” or “B” in Pre-Calculus****Requirement: Teacher approval - Those registered for this class are required to take the AP Exam**

AP Calculus BC is the equivalent of a second semester college calculus course. This course presumes that students have successfully completed an introductory course in calculus. Topics covered include a rigorous approach to limits, parametric functions, vectors, improper integrals, sequences, and series. A graphic calculator is used extensively throughout the course. The Final Exam is the AP Calculus BC Exam administered in May. Prerequisites: AP Calculus AB and teacher approval. This course will be taken at CSW. **Students in this class, as well as their parents are required to sign an AP Contract of Understanding in regards to expectations of the course and mandatory AP exam fees.**

**0390 – Advanced Placement Calculus BC (*CSW class*)****1 Credit****Prerequisite: AP Calculus AB and teacher approval****Requirement: Teacher approval**

AP Calculus BC is the equivalent of a second semester college calculus course. This course presumes that students have successfully completed an introductory course in calculus. Topics covered include a rigorous approach to limits, parametric functions, vectors, improper integrals, sequences, and series. A graphic calculator is used extensively throughout the course. The Final Exam is the AP Calculus BC Exam administered in May. This course will be taken at CSW. **Students in this class, as well as their parents are required to sign an AP Contract of Understanding in regards to expectations of the course and mandatory AP exam fees.**

## PHYSICAL EDUCATION and HEALTH DEPARTMENT

The Health and Physical Education Department offers you the opportunity to participate in physical activities and classroom related coursework. Instruction is provided through sports-related activities that can become a part of your life today and continue into your adult years.

To complete graduation requirements, all students must earn one (1) credit in physical education and one-half credit in health.

*Participation in an interscholastic sport does NOT count as Physical Education credit.*

### **0701 – Physical Education I** **.50 Credit** **Required**

Course is primarily made up of team and group sports. A portion of this time will be spent in the campus pool. Swimming participation includes learning to swim activities for beginners and skill refinement of various strokes for more advanced swimmers.

### **0702 – Physical Education II - Required** **.50 Credit** **Prerequisite: Physical Education I**

Course changes focus to individual and lifetime sports. A portion of this time will be spent in the campus pool. Swimming participation includes learning to swim activities for beginners and skill refinement of various strokes for more advanced swimmers.

### **0711 - Health - Required** **.50 Credit**

This health course will cover the following: drug education on alcohol, tobacco and other drugs; life and sexuality; and physical fitness with a focus on basic human anatomy.

### **0703 - Physical Education III (Elective)** **1 Credit** **Prerequisites: Successful completion of PE 1 and PE 2, as well as expressed interest in a Health/Fitness related field as a college major, and approval of the teacher and school administration.**

This advanced elective course, designed for juniors and seniors who plan to major in a health/fitness related field as a college major, focuses on the development and maintenance of lifetime fitness. In this class, students will concentrate on working as a mentor to younger students in physical education, helping them to develop as physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. With a career-exploratory focus in a health/fitness related field, students in this class will help to promote a positive climate by working with students, will prepare and teach “mini-lessons” to students, help monitor the physical education class, and complete weekly reflections related to the lessons being taught. Students will be expected to apply what they learn in this class to life, the college experience and beyond.

**Note to Dance Majors:** You can earn your full PE credit and your half-credit in Health required for graduation through participation in your dance classes. Everything from fitness and health related topics to dance are covered during this time.



## SCIENCE DEPARTMENT

**Students must earn three (3) credits in a science to satisfy State of Delaware graduation requirements.**

**It is strongly recommended that students planning to attend college take four years of science following this sequence: Physical Science, Biology, Chemistry, Physics, Anatomy and Physiology, and/or an AP science class.**

**The below information was pulled from the University of Delaware's High School Course Requirements and Recommendations website:**

- Prospective majors in mathematics, engineering, business, computer science, and natural science should complete four years of mathematics, including Trigonometry, Pre-calculus, and/or Calculus.
- Prospective majors in biology, chemistry, physics and all prospective majors in Engineering are expected to take at least one year each of Biology, Physics, and Chemistry, and are strongly urged to take two years of chemistry.
- Prospective majors in nursing must have completed at least one year of both Biology and Chemistry, and are strongly urged to take two years of chemistry.

### **0412 - Integrated Physical/Earth Science CP - Grade 9**

**1 Credit**

This is a laboratory based course designed to introduce and reinforce topics in physics, chemistry and earth science. Specific topics in physics include: force, motion, work, energy, light and sound. The chemistry section introduces atomic structure, periodic properties of elements and bonding. The earth and space science portion covers solar nebula theory, plate tectonics, landforms, volcanoes, earthquakes, the rock cycle, and geologic history. Understanding of concepts is emphasized the most. Some mathematical problem solving will be introduced and utilized in class.

### **0411 – Integrated Physical/Earth Science Honors – Grade 9**

**1 Credit**

**Prerequisite: Teacher Recommendation Required**

**To qualify for honors, students must have demonstrated in a prior science class the ability to consistently respond to short answer questions on tests in a coherent manner, turn in homework consistently, and apply math concepts to solve problems.**

This is a laboratory based course designed to introduce and reinforce topics in physics, chemistry and earth science. Specific topics in physics include: force, motion, work, simple machines, energy, light and sound. The chemistry section introduces atomic structure, periodic properties of elements and bonding. The earth science portion covers solar nebula theory, plate tectonics, landforms, volcanoes, earthquakes, the rock cycle, and geologic history. Students are expected to understand the concepts and mathematically apply their knowledge constantly in the classroom through course projects.

### **0422 - Biology - Grade 10**

**1 Credit**

Biology is the study of life. Topics include nature of science, evolution by natural selection, chemistry of life, dynamics of the cell, energy relationships in living systems, cell reproduction, classical and molecular genetics (including DNA replication and expression of genes), ecological interactions, and effect of the environment on living systems. Emphasis is placed on structure, function, and organism interactions.

**0421 - Biology Honors – Grade 10****1 Credit****Prerequisite: Teacher Recommendation Required****To qualify for honors, students must have demonstrated in a prior science class the ability to consistently respond to short answer questions on tests in a coherent manner, turn in homework consistently, and apply math concepts to solve problems.**

Topics in Biology Honors are studied at a higher level of rigor. Biology is the study of life. Topics include nature of science, evolution by natural selection, chemistry of life, dynamics of the cell, energy relationships in living systems, cell reproduction, classical and molecular genetics (including DNA replication and expression of genes), ecological interactions, and effect of the environment on living systems. Emphasis is placed on structure, function and organism interactions.

**0432 - Chemistry CP - Grades 10-12****1 Credit****Prerequisite: Algebra I****Co-requisite: Algebra 2**

(\*\*see note below)

This course is aimed at the college preparatory student with an emphasis on the fundamentals of Chemistry. The topics that will be covered are: laboratory safety and equipment use, the mathematics of chemistry, the nature of matter, atomic structure, periodic table, nomenclature, the mole concept, chemical reactions, chemical bonding, molecular structure, gas laws, kinetics, organic chemistry, nuclear chemistry, physical chemistry and solutions and organic chemistry. Laboratory experiments and demonstrations will supplement the theoretical material. **\*\*The material covered is similar to Honors Chemistry, with mathematics being used extensively throughout the course. If students find math difficult, they tend to also find CP Chemistry to be difficult. If mathematics is a struggle for you, it may be best to defer Chemistry to your junior year, after you have another year of math under your belt.**

**0431 - Chemistry Honors - Grades 10-12****1 Credit****Prerequisite/Co-requisite: Algebra II (Grade 'B' or better)****Required: Teacher Recommendation Required****To qualify for honors, students must have demonstrated in a prior science class the ability to consistently respond to short answer questions on tests in a coherent manner, turn in homework consistently, and apply math concepts to solve problems.**

This course is designed for students with possible career interest in science, technology, engineering or math (STEM). A strong mathematical background is necessary to permit a more extensive study of chemistry. The topics that will be covered are: laboratory safety and equipment use, the mathematics of chemistry, the nature of matter, atomic structure, periodic table, nomenclature, the mole concept, chemical reactions, chemical bonding, molecular structure, gas laws, kinetics, organic chemistry, nuclear chemistry, physical chemistry and solutions. Laboratory experiments and demonstrations will supplement the theoretical material. **\*The material covered is similar to CP Chemistry, with mathematics being used extensively throughout the course. If students find math difficult, they tend to also find Honors Chemistry to be difficult. If mathematics is a struggle for you, it may be best to defer Chemistry to your junior year, after you have another year of math under your belt.**

**0443 - Physics Honors - Grades 11-12****1 Credit****Prerequisite: Algebra II and Geometry with an A or B average****Required: Teacher Recommendation Required****To qualify for honors, students must have demonstrated in a prior science class the ability to consistently respond to short answer questions on tests in a coherent manner, turn in homework consistently and apply math concepts to solve problems.**

This introductory course is aimed at students interested in going to college who have strong algebra and geometry skills. All topics covered in class will match those of an entry-level non-calculus based college physics course. Topics include: motion, forces, momentum, energy, rotational motion, and the introduction to electricity and magnetism. All topics are reinforced through a combination of 'hands on' and quantitative explorations. Problem solving is emphasized. Highlighting connections between concepts discussed in class and what happens in the real world is one of the primary goals of this course.

**0448 - Anatomy and Physiology Honors – Grades 11-12****1 Credit****Prerequisite: Biology****Co-requisite/Prerequisite: Chemistry****Required: Teacher Recommendation Required**

To qualify for honors, students must have demonstrated in a prior science class the ability to consistently respond to short answer questions on tests in a coherent manner, turn in homework consistently, and apply math concepts to solve problems.

This course is designed to familiarize students with human anatomy, physiology, and associated medical terminology. Emphasis will be placed on practical applications in associated health fields. Topics include but are not limited to: nervous system, muscular system, and integumentary system. After a survey of these organ systems, students will be permitted to choose the organ systems of study in the second semester of the course.

**1211 – Anatomy and Physiology CP****1 Credit****Prerequisite: Biology****Co-requisite/Prerequisite: Chemistry****Required: Teacher recommendation Required**

This course is designed to familiarize students with human anatomy, physiology, and associated medical terminology. Emphasis will be placed on practical applications in associated health fields. Topics include but are not limited to: nervous system, muscular system, and integumentary system. After a survey of these organ systems, students will be permitted to choose the organ systems of study in the second semester of the course.

## ADVANCED PLACEMENT COURSES

### 0420 – Advanced Placement Biology 11-12

1 Credit

**Prerequisite:** “A” or “B” average in Honors Biology and Honors Chemistry

**Requirement:** Teacher approval - Those registered for this class are required to complete summer work and adhere to all summer work completion dates.

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course. The participating colleges, in turn, grant college and/or advanced placement to students who perform well on the examination. Emphasis will be placed on preparing for the AP Exam through instruction in these major areas: the molecular basis of life and cells; principles and theories of genetics and evolution; organism and population biology. **Students in this class, as well as their parents are required to sign an AP Contract of Understanding in regards to expectations of the course and mandatory AP exam fees.**

### 0430 – Advanced Placement Chemistry

1 Credit

**Prerequisite:** “A” or “B” average in Honors Chemistry and Honors Algebra II

**Teacher Recommendation Required**

This course is designed to be an investigative approach to the study of data collection, representation, and analysis, with emphasis on problems in a variety of contexts ranging from medicine and social sciences to sports and politics. As part of the course, students conduct a series of studies in order to better understand the drawing of conclusions from statistical analysis of data. Students must take the AP Chemistry Exam in May. **Students in this class, as well as their parents are required to sign an AP Contract of Understanding in regards to expectations of the course and mandatory AP exam fees.**

### 0441 - AP Environmental Science

1 Credit

**Pre-requisites:** “A” or “B” average in Honors Biology,

**A or B in Honors Physical Science, or A in CP Physical Science**

**Teacher Recommendation Required**

In this course, students will study the interdependence of various systems on Earth, including, population dynamics, non-renewable and renewable energy and resources, consequences of pollutants, social and political issues, conservation, and concerns for the future. This course will challenge students to evaluate the issues concerning the impact of science on the environment and the resulting effects on their lives. **Students in this class, as well as their parents are required to sign an AP Contract of Understanding in regards to expectations of the course and mandatory AP exam fees.**

## Dual Enrollment Science Opportunities

All Courses are Offered Onsite at Cab Calloway

Through our partnership with Delaware Tech, we are able to offer the following course to our CAB students who qualify via placement testing:

**0447 - DTCC Anatomy and Physiology – Grades 11 & 12**

**Prerequisite: Chemistry**

**Tuition: \$100**

**1 HS Credit  
(5 DTCC credits)**

The fee for this course is \$100. Students must pass the ACCUPLACER exam in order to be eligible to enroll in the course (Date/Time TBA). The \$100 course fee **must be paid by April 30<sup>th</sup>**, checks made payable to CCSA. No refunds will be given after September 30<sup>th</sup> if students decide to drop the course.

This course, the first of a two semester sequence, studies the anatomy and physiology of humans. Included are the structure and function of cells, tissues, integumentary, skeletal, muscular, nervous, and endocrine systems. Coordinated laboratory experiments are an integral part of this course. The course is designed for students who may major in biology or the allied health field, and to meet the requirements of Delaware Technical & Community College (BIO 120). **Per DTCC policy, in order to receive college credit, a grade of 75% or better must be achieved.**

Through our partnership with the University of Delaware we are able to offer the following online courses, which are taken onsite at Cab Calloway during the school day.

Please see page 71 for more detailed information and visit the following website:

<http://www.pcs.udel.edu/udonline/highschools/>

The CURRENT cost for each course (subject to change – UD has not announced tuition for the 2016-2017 school year at this time) is \$640, per student, through a special negotiated rate with Delaware school districts.

**0428 – UD - BISC 105: Human Heredity and Development**

**3 college credits /  
1 HS science credit**

Heredity and human affairs, pedigree analysis, physical and chemical basis of heredity, heredity and environment, radiation and mutation, heredity and diseases, and birth defects. The course will present some of the major topics of human heredity, including the physical and chemical basis of heredity, Mendelian inheritance, chromosomes, and heredity and disease. The students should obtain a basic understanding of genetics and the background necessary to comprehend current issues of human heredity.

## SOCIAL STUDIES DEPARTMENT

**Four credits in Social Studies are required for graduation by State regulations. These requirements are met in the ninth, tenth, eleventh, and twelfth grade social studies courses.**

School Year	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
2014-2015	Civics/Econ	World (with all Geography Standards) or AP European History	US History or AP US. Students may take a social studies class in addition to US History; not in place of U.S. History.	Menu of selections including Econ & Finance (0268) and Geography

**0231 - Civics Honors - 9<sup>th</sup> Grade** **.50 Credit**  
**Economics Honors – 9<sup>th</sup> Grade** **.50 Credit**  
**Prerequisite: “B” Average and Teacher Recommendation**

These semester courses are designed for strongly academic and highly motivated students. The first semester emphasizes the analysis and interpretation of American government. The second semester is geared mainly to economics and its comparison with other economic systems. Students taking this course must read and write at grade level or higher, be capable of in depth investigation, and possess the desire for knowledge.

**0232 – Civics CP – 9<sup>th</sup> Grade** **.50 Credit**  
**Economics CP – 9<sup>th</sup> Grade** **.50 Credit**

This is a college preparation (CP) class. Four major standards will be covered during the semester in Civics (structure and purposes of government, political parties, the Constitution, and working with local governmental agencies). Information about the government and civics related discussions will be relevant and current. Election years, when they occur, will be discussed in detail. The second semester is geared mainly toward the American market system, microeconomics, macroeconomics, supply and demand, various economic systems, and international trade. Research will be an essential part of the program during both semesters. Each class is a half credit and equates to a full year of social studies at the 9<sup>th</sup> grade level. Students are recommended for CP and can be recommended for Honors.

**0221 - World History - Honors – 10<sup>th</sup> Grade****1 Credit****Prerequisite: “B” Average in Civics and Economics and  
Teacher Recommendation**

This course is designed for strongly academic and highly motivated students. The content includes a study of world cultures from roughly 1000 AD to the present. The course will stress the use of primary sources and individual research. Students taking this course must read and write at grade level or higher, be capable of in-depth investigation and possess the desire of knowledge. There will be an emphasis on the geography benchmarks.

**0222 - World History CP - 10<sup>th</sup> Grade****1 Credit**

A survey of world cultures is presented. Beginning in the Middle Ages, units focus on Asian, Middle Eastern, African & European civilizations. The development of skills in doing research and writing short reports are stressed. The course is open to all students pursuing a college preparatory course. There will be an emphasis on the geography benchmarks.

**0211 - U.S. History - Honors – 11th Grade****1 Credit****Prerequisite: “B” Average in 10th grade Honors and Teacher Recommendation**

This course is a survey of US History from 1865 to the present. Content will be presented chronologically and thematically, and focus on the Delaware State History Standards. This course is designed for strongly academic and highly motivated students. This course will stress the use of primary sources, competing historical narratives, and individual research. Students taking this course must read and write at grade level or higher, be capable of in depth investigation and possess the desire for knowledge. Students will engage in quarterly research projects which require significant research and organization. Students will also continue to develop critical thinking skills through class discussion and a variety of writing assessments.

**0212 - U.S. History CP – 11<sup>th</sup> Grade****1 Credit**

This course is a survey of US History from 1865 to the present. Content will be presented chronologically and thematically, and focus on the Delaware State History Standards. The course will emphasize the use of primary sources, competing historical narratives and ask students to take a stand on a given historical issue. Students will be assessed through tests, quizzes, written assignments, research projects and class participation.

**0270 – Advanced Placement European History – Grades 10 - 12<sup>th</sup>****1 Credit****Prerequisite: “B” average or higher in Honors Social Studies Curriculum****Requirement: Teacher approval**

The student will follow a chronological study of European history from 1300 to the 1980's. The goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence, and (c) an ability to analyze and express historical understanding in writing. The ultimate goal is to prepare students to do well on the Advanced Placement exam in May. Class work and discussions will be centered on three themes: intellectual and cultural history, political and diplomatic history, and social and economic history. **Students in this class, as well as their parents are required to sign an AP Contract of Understanding in regards to expectations of the course, mandatory AP exam fees, and summer work.**

**0260 – Advanced Placement U.S. History – Grades 11-12****1 Credit****Prerequisite: “B” average or higher in Honors Social Studies Curriculum****Requirement: Teacher approval**

This is a course designed for the student who are interested in an in-depth study of US History, beginning with colonization and ending the in the present day. Emphasis will be given to early and recent history. Students will develop historical thinking skills by investigating the past in ways that reflect the discipline of history, most particularly through the exploration and interpretation of a rich array of primary sources and secondary texts, and through the regular development of historical argumentation in writing. Students will be required to take the Advanced Placement U.S. History Examination for college credit at the completion of this program. **Students in this class, as well as their parents are required to sign an AP Contract of Understanding in regards to expectations of the course, mandatory AP exam fees, and summer work.**

**0295 – Advanced Placement Macroeconomics****.50 Credit****0296 - Advanced Placement Microeconomics****.50 Credit****Prerequisite: “B” average or higher in Honors Social Studies Curriculum****Requirement: Teacher approval**

This action packed Advanced Placement (AP) course prepares students for the AP examination in both Microeconomics and Macroeconomics. Students are required to take both examinations in May. Microeconomics focuses on the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Macroeconomics focuses on the U.S. economic system as a whole. Topics include national income, price-level determination, economic performance measures, the financial sector, stabilization policies, economic growth and international trade. In addition, this course develops students’ analytical and decision making skills through the application of the economic way of thinking. **Students in this class, as well as their parents are required to sign an AP Contract of Understanding in regards to expectations of the course and mandatory AP exam fees.**



**0200 – Advanced Placement Government & Politics– Grades 11 or 12****1 Credit****Prerequisite: ‘B’ Average in Honors Social Studies Curriculum****Requirement: Teacher approval**

This course is designed to prepare students for the Advanced Placement examination in American Government and Politics by using college-level materials in a seminar setting. AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students study general concepts used to interpret U.S. government and politics and analyze specific topics, including: Constitutional Underpinnings; Political Beliefs and Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions of National Government; Public Policy; and Civil Rights and Civil Liberties. An integral part of the course includes analysis and interpretation of basic data relevant to U.S. government and politics, and the development of connections and application of relevant theories and concepts. Students successfully completing this course will: Describe and compare important facts, concepts, and theories pertaining to U.S. government and politics. Explain typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures). Interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats). Critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum. It is your civic duty to take this course! **Students in this class, as well as their parents are required to sign an AP Contract of Understanding in regards to expectations of the course and mandatory AP exam fees.**

**1210 - AP Human Geography****1 Credit****Required: “B” average in Honors level Social Studies coursework and Teacher Recommendation**

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. **Students in this class, as well as their parents are required to sign an AP Contract of Understanding in regards to expectations of the course and mandatory AP exam fees.**

**0280 - AP Psychology****1 Credit****Prerequisite: a strong background in Statistics and Anatomy or Human Biology.****Required: "B" average in Honors level Social Studies coursework and Teacher Recommendation.**

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course is designed to simulate a college-level introductory psychology course, and as such it is rigorous in terms of pace and workload. **Students in this class, as well as their parents are required to sign an AP Contract of Understanding in regards to expectations of the course and mandatory AP exam fees.**

**0250 - AP Art History – Grades 11 - 12****1 Credit****Required: "B" average in Honors level Social Studies coursework and Teacher Recommendation.**

This course teaches students to understand works of art within their historical context by examining such issues as politics, religion, patronage, gender, function, and ethnicity. Students also practice formal visual analysis of works of art. The course begins with the prehistoric and ends with the contemporary, covering art from various non-western cultures along the way. The study of art history aids students in making connections between the various disciplines, enhancing their understanding of politics, literature, philosophy, science, religion, culture, and traditions. Writing is a major component of the AP Exam, and practicing effective written communication is a focus of this course. **Students in this class, as well as their parents are required to sign an AP Contract of Understanding in regards to expectations of the course and mandatory AP exam fees.**

**0269 - Art History – Grades 9 - 12****1 Credit****0271 – Art History – Fall Semester ONLY****.50 Credit**

This course presents an overview of the visual arts within the context of their historical time periods. Students will learn how to analyze two-dimensional and three-dimensional works based on esthetic, cultural, conceptual and functional qualities. This course will provide a foundation that will prepare students for future study in Art History at college. **This course is required of Visual Art Majors** and highly recommended for any student who plans to pursue any art area in college.

**0264 – Psychology – Grades 11 – 12****1 Credit**

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

**0282 – Psychology Honors – Grades 11-12****1 Credit**

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This class is designed for the motivated student, as it will move at a quick pace allowing for all major fields and subjects areas of psychology to be covered.

**0268 – Economics and Finance – Grade 12****.50 Credit**

This semester course investigates the role of markets in a person's life from a financial perspective. Students will develop an understanding of how individual choices impact the functioning of the economy as a whole and how the economy influences individual choices. Emphasis will be placed on the critical thinking processes needed for the society and individuals to make decisions about the management of scarce resources. Using data, case studies, problem solving, and application, students will learn to analyze, interpret issues related to education, housing, transportation, health care, and retirement.

**0204 - Geography Honors – Grades 11-12**

**.50 Credit**

**0203 – Geography CP – Grades 11-12**

**.50 Credit**

**This course will not be offered during the 2017-2018 school year.**

Geography is about the earth we inhabit and what we do with it. Like all subjects, geography involves a distinctive approach to acquiring knowledge and understanding. That approach stresses the significance of *where* events (people, places, things) occur, how they got there and how they are related to other events elsewhere. In this course, students apply the knowledge, skills and perspectives of geography. They research problems, analyze data, and suggest solutions using a GIS-based approach. The context for this course is contemporary and practical, drawing from problems encountered and solutions reached in local communities.

### **Dual Enrollment Social Studies Course Offerings**

**Through our partnership with the University of Delaware we are able to offer the following online courses, which are taken onsite at Cab Calloway during the school day. Please see page 71 for more detailed information and visit the following website:**

**<http://www.pcs.udel.edu/udonline/highschools/>**

**The CURRENT cost for each course (subject to change – UD has not announced tuition for the 2017-2018 school year at this time) is \$640, per student, through a special negotiated rate with Delaware school districts.**

**0227 – ANTH 101-176 Introduction to Social and Cultural Anthropology      3 college credits /  
1 HS social studies credit**

Major ideas and areas of study in social and cultural anthropology. Use of ethnographic data and film to illustrate the anthropologist's view of societies in their sociocultural and ecological dimensions.

**0670 - BUAD 100: Introduction to Business**

**3 college credits/  
1 HS credit**

Survey of basic business concepts designed for non-business major. Topics covered include business organization, management, marketing, operations research and finance.

## WORLD LANGUAGE DEPARTMENT

World language study has been re-instituted as both an entrance and an exit requirement by many colleges and universities; **students in the Red Clay Consolidated School District must have two years of the same world language in order to graduate from high school.** Students should acquaint themselves early with the specific requirements of the colleges of their choice. Many colleges and universities now recommend three years of a world language in high school. Therefore, it is recommended that the study of a single world language should continue for at least three or four years to ensure a degree of proficiency.

**To proceed to the next level with a good foundation for success, a student must have at least a “C” for the previous level and pass the final exam, unless otherwise stated.**

### **0511 - Spanish I**

**1 Credit**

An introductory course to Spanish language and culture, students in Spanish I will develop foundational knowledge of Spanish vocabulary, grammar and writing while acquiring a basic knowledge of Spanish-speaking countries and cultures. Students will be expected to read, write, speak and comprehend the target language. Modern language standards are incorporated throughout the course.

### **0514 - Spanish II**

**1 Credit**

**Prerequisite: “C” or better in Spanish I or teacher approval**

Building on skills learned in Spanish I, students will demonstrate proficiency in written and spoken Spanish while building on comprehension skills. Emphasis will be given to building Spanish thinking ability to promote fluency and understanding of intermediate Spanish grammar usage. Students are expected to use the target language and will be graded on usage in the second semester.

### **0515 – Spanish III Honors**

**1 Credit**

**Prerequisite: “B” average or better in Spanish II or teacher approval**

Students will continue to demonstrate Spanish competency while focusing on mastery of Spanish language skills. The use of excerpts from Hispanic literature and a more focused study of Hispanic culture are compared and related to that of the United States; promoting identification with the growing and changing society we live in. Students are expected to use and be graded on use of the target language.

### **0517 - Spanish IV**

**1 Credit**

**Prerequisite: “B” average or better in Spanish III or teacher approval**

Students will progress in the understanding of Spanish culture and language discussing current, relevant topics including ecology, professional interests, societal ills, current events. Contrasts between the culture and language of the Spanish-speaking countries will be studied and compared to that of the U.S. Continued review of Spanish grammar will occur. Students will be expected to demonstrate ability to compare written works and cultures both verbally and written in the target language. Students are expected to use and will be graded on the use of the target language. At least one contemporary novel will be read.

**0519 – AP Spanish Language****1 Credit****Required: Teacher recommendation and an “A” average in Spanish III or “B” in Spanish IV.**

For advanced students, this class explores all things Spanish through literary genres and related themes. Again the unit approach provides for thematically guided insight into the modern Spanish-speaking world through such topics as: politics, modern behaviors and current trends. The course will include the discussion of current events from Spanish-speaking countries and the reading of both an entire classic and modern literary work in the original form, not adaptations. Class is conducted in Spanish and prepares the student for the AP Language and Culture exam. Students are expected to speak Spanish and **MUST** take the AP exam. **Students in this class are required to sign a Contract of Understanding in regards to fees and expectations by both parent and student.**

**To proceed to the next level with a good foundation for success, a student must have at least a “C” for the previous level and pass the final exam, unless otherwise stated.**

**0521 - French I****1 Credit**

Level I French students will begin the development of skills in listening, speaking, reading and writing a second language. The primary emphasis will focus on communication in the present tense. Students will demonstrate a proficiency of expression in: greetings/farewells, expressing likes/dislikes, talking about self, family, friends, time, weather, food, school, and home, and describing leisure/school activities. Students will function in interactive situations with learned grammar and vocabulary. Contemporary life, customs, and traditions and the arts of the countries where the language is spoken will be included in the course of study. Daily practice in class, as well as, at home, is critical for success. Students are expected to speak the language to the extent of their vocabulary.

**0522 - French II****1 Credit****Prerequisite: “C” or above in French I or teacher approval**

Students who have demonstrated success at Level I will continue to develop skills in listening and speaking a second language with increased emphasis on speaking, listening, writing and reading skills. The course will be taught entirely in the target language. Students will be required to understand the present, past, and future tenses of French and communicate regularly using all three tenses.

**0523 - French III Honors****1 Credit****0524 - French IV Honors****Prerequisite: “B” or above in Level II/III**

Students in their third and fourth years of study will be exposed to more sophisticated language. Review and reinforcement of all grammar will be emphasized. They will read from authentic texts on topics related to history, literature and the arts. More advanced writings and conversations will include short lessons, original dialogues dealing with real life situations, videotapes in the target language, as well as presentations on cultural facts, original short stories, music, art, and literature. Students are required to speak the language in class in levels III and IV.

**0529 – AP French**

**1 Credit**

**Prerequisite: “B” or above in Level III/IV**

**Teacher Approval**

This class will prepare students for the comprehensive test. Students will learn to understand a wide variety of authentic written and spoken French, to answer an E mail prompt (interpersonal writing), to compose a persuasive essay after having been presented with a written text, an audio clip and a chart, each presenting differing views on a topic., (presentation writing), to conduct a conversation (interpersonal speaking), and to speak for several minutes on a topic of interest derived from subject matter in the curriculum (presentational speaking). The exam, and curriculum, covers 6 themes: world challenges, cultural identity, science and technology, daily life, arts, and family and community. **Students in this class, as well as their parents are required to sign an AP Contract of Understanding in regards to expectations of the course and mandatory AP exam fees.**

## Dual Enrollment Opportunities Through our Partnerships with the University of Delaware & Delaware Tech

Please visit: <http://www.pcs.udel.edu/udonline/highschools/> to learn more

- Earn college credits and high school credits at the same time
- Gain experience taking college-level courses
- Take courses not available at your high school
- Enhance your college applications

**Who can participate:** Qualified Delaware high school students can concurrently earn University of Delaware and high school credits. Students need the recommendation of their counselor who will coordinate registration with the University through the Office of Professional and Continuing Studies.

### Registration Information and Program Cost

**Cost:** Students will be responsible for paying the \*\*\$640 tuition to their high school for the 3 or 4 credit course(s). The cost for each course is a special negotiated rate with Delaware school districts, which is a 40% reduction in tuition for each course. Registration opens in March 2016. The first day of class is August 30<sup>th</sup>. Students have until September 13<sup>th</sup> to drop a course if it proves to be too challenging. The fees for each course will be payable by the end of the current school year to Cab Calloway School of the Arts. If a student decides to drop prior to the September 13<sup>th</sup> deadline, the fee will be refundable.

**\*\* Tuition is subject to chance, as UD hasn't announced their tuition rates for the 2017-2018 school year.**

**A Note about Online Learning: Online learning requires self-motivation and independent hard work.** Students find they must be **organized** and **self-disciplined**. While your schedule for viewing lectures or accessing resources may be flexible, each course has specific assignment and exam deadlines.

### University of Delaware Online Learning Courses

(Subject to Change)

- [BISC 105: Human Heredity and Development](#)
- [ANTH 101: Introduction to Social and Cultural Anthropology](#)
- [BUAD 100: Introduction to Business](#)

**0428 – UD - BISC 105: Human Heredity and Development**

**3 college credits /**

**1 high school science credit**

Heredity and human affairs, pedigree analysis, physical and chemical basis of heredity, heredity and environment, radiation and mutation, heredity and diseases, and birth defects.

The course will present some of the major topics of human heredity, including the physical and chemical basis of heredity, Mendelian inheritance, chromosomes, and heredity and disease. The students should obtain a basic understanding of genetics and the background necessary to comprehend current issues of human heredity. *Assessment: four exams.*

**0227 – ANTH 101-176 Introduction to Social and Cultural Anthropology 3 college credits /  
1 HS social studies credit**

Major ideas and areas of study in social and cultural anthropology. Use of ethnographic data and film to illustrate the anthropologist's view of societies in their sociocultural and ecological dimensions.

**0620 - BUAD 100: Introduction to Business**

**3 college credits/  
1 HS credit**

Survey of basic business concepts designed for non-business major. Topics covered include business organization, management, marketing, operations research and finance.

## **DTCC Dual Enrollment Opportunity**

**Available to CAB students through our Partnership with Delaware Technical & Community College. The following course is taught by a Cab Calloway teacher, onsite, during the school day.**

**0447 - DTCC Anatomy and Physiology – Grades 11 & 12**

**Prerequisite: Chemistry**

**Tuition: \$100**

**1 HS Credit  
(5 DTCC credits)**

**The fee for this course is \$100. Per DTCC policy, in order for students to receive the college three college credits, in addition to the high school credit, a grade of 75% or better must be achieved.**

Students must pass the ACCUPLACER exam or have a qualifying SAT scores in order to be eligible to enroll in the course (Date/Time TBA). The \$100 course fee must be paid by April 30<sup>th</sup>, checks should be made payable to CCSA. No refunds will be given after September 30<sup>th</sup> if students decide to drop the course.

This course, the first of a two semester sequence, studies the anatomy and physiology of humans. Included are the structure and function of cells, tissues, integumentary, skeletal, muscular, nervous, and endocrine systems. Coordinated laboratory experiments are an integral part of this course. The course is designed for students who may major in biology or the allied health field, and to meet the requirements of Delaware Technical & Community College (BIO 120).



## SERVICE CREDITS

Service credits include: guidance aide, library aide, teacher's aide, and nurse's aide. Only three (3) service credits will count as elective credits toward graduation from high school. This program affords the students the opportunity to gain some experience in the career field of education or health care. Placement as an aide is contingent upon written approval from a sponsoring teacher/faculty member *after the start of the school year*. The student is awarded credit at the conclusion of the course.

<b>9997 – Teacher Aide</b>	<b>1 Credit</b>
All students desiring to aide for a teacher are assigned to Mrs. Rigby in the Guidance Office (9996) until the start of the new school year.	
<b>9996 – Guidance Aide</b>	<b>1 Credit</b>
<b>9994 – Library Aide</b>	<b>1 Credit</b>
<b>9998 – Main Office Aide</b>	<b>1 Credit</b>

## PEER TUTORING

<b>0724 – Peer Tutoring</b>	<b>1 Credit</b>
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A peer mentor is a student in their sophomore, junior or senior year who can be a role model, mentor and tutor for students in grades 6 – 9. We are seeking motivated students who are willing to earn one high school credit supporting the instructional goals of a classroom and working as a peer within a classroom to help more of our students find success. (A peer mentor is NOT a teacher aide.) You will be responsible for supporting the classroom teacher with redirecting students who are off task, clarifying instructional goals, explaining key concepts, and “re-teaching” concepts individually to students who are struggling.

### What's in it for you?

- 1 elective credit which appears on your transcript
- Experience working with younger students
- Opportunity to give back to your school
- Great addition to your college resume

## THE DELAWARE VOLUNTEER CREDIT PROGRAM

The Delaware Volunteer Credit Program allows all students in grades 9-12 to earn this credit. In order to earn one (1) elective credit towards graduation, the student will need to complete 45 hours of community service for any two (2) semesters during high school. The semesters do not have to be consecutive.

Hours must be performed outside the student's regularly scheduled school day. Volunteer hours completed as part of a service group requirement may also be used towards the Delaware Volunteer Credit. Students may already have earned this credit for hours served this year.

Volunteer activity cannot be political or advocacy in nature. Sites must be registered with the State Office of Volunteerism. Those not registered will be contacted to research their ability to meet the criteria for the credit. Official forms are available in the guidance office or can be found at [www.state.de.us/dhss/dssc/volresctr.html](http://www.state.de.us/dhss/dssc/volresctr.html). The forms must be certified by the guidance counselor or Dean. If your child is looking for a place to volunteer have them log onto [www.VolunteerDelaware.org](http://www.VolunteerDelaware.org) or contact the State Office of Volunteerism at 1-800-815-5465.